

# Spindle Point Primary School

Moss Lane, Kearsley, Bolton, Lancashire BL4 8SE

## Inspection dates

7–8 February 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and staff set high expectations for all pupils. Everyone is encouraged and helped to do their best and achieve well.
- Leaders know the school. They know the strengths and areas of development for the school and have taken prompt action to secure improvements where needed.
- Governors provide the necessary support and challenge to leaders and are clear about how their roles improve the school.
- Teaching, learning and assessment are effective. Teachers are skilled, passionate and know their pupils. However, there are times when teaching does not challenge groups of pupils, or promote their creativity and imagination.
- Teaching assistants are highly skilled and work alongside teachers to plan activities which meet the needs of pupils.
- Pupils currently in the school are making good progress because of actions taken by leaders. Strategies to improve reading are beginning to have an impact on pupil outcomes but are not fully embedded.
- Outcomes in the early years are good. From their starting points children make good progress. Opportunities, including provision indoors, for children to be challenged creatively and imaginatively in their learning are limited.
- Pupils' behaviour is good in school. They relate well to each other and to staff. Pupils speak fondly about how they work together with staff to create a happy and caring school.
- Parents are complimentary about how well the school provides for the learning needs of their children. They feel that the school is well led by the headteacher and a very supportive staff.
- Overall attendance is good. Although beginning to improve, the numbers of pupils who are persistently absent, including those who are disadvantaged or who have special educational needs and/or are disabled, is too high.

## Full report

### What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment by ensuring that:
  - teaching fully challenges groups of pupils to learn so that they achieve the highest possible outcomes
  - pupils have more opportunities to develop their creativity and imagination, particularly in writing, so that they become less reliant on their teachers
  - increase progress in reading by continuing to embed the strategies that have been introduced, so that pupils achieve good outcomes by the end of key stage 2.
- Further improve the early years provision by:
  - teachers routinely using the information about what children know, can do and understand to help ensure that children are consistently challenged across the curriculum
  - enhancing the indoor areas to maximise the learning and development opportunities for children, ensuring that they have opportunities to develop creative and imaginative thinking.
- Sustain improvements in attendance, by:
  - ensuring that systems for checking and supporting pupils who are persistently absent continue to be strengthened
  - continuing to identify and tackle any barriers which prevent disadvantaged pupils and those who have special educational needs and/or disabilities from attending well.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders and governors have worked together to address effectively the issues identified in the last inspection.
- Leaders have a clear understanding of their school and the main issues that they need to address to continue to improve the school further. Improvement plans are in place, and through checking, leaders are able to see progress from their actions.
- Leaders have clear aspirations for the school and these are shared by a supportive staff team. Staff morale is high and teachers feel nurtured and well supported by leaders. Staff responses to Ofsted's online survey show overwhelmingly that they share the aims of leaders and governors. Staff told inspectors that 'not only do they do their very best for pupils, they also support and do their best for each other.'
- Leaders' checks on the quality of teaching ensure that strengths and areas for improvement are identified. As a result, training is tailored to support improvements in teaching.
- Leaders place a strong emphasis on professional development for all staff through a well-developed system to monitor their effectiveness. Newly qualified teachers are well supported and staff across the school are helped to develop their knowledge and skills through high-quality training. This is very evident from the high-quality support offered to pupils by teaching support staff across the school. There are clear systems so that teachers access some development opportunities across their local cluster of schools.
- Leaders ensure that pupils access a broad curriculum across the school that helps them to acquire skills and knowledge in a range of aspects. Subjects are taught mainly through topics but some are taught discretely, such as music and French. Pupils access a range of opportunities, however, published curriculum maps do not accurately reflect the learning that takes place in class and therefore there are some inconsistencies in the balance of the curriculum. Pupils' learning is further enriched by numerous trips, visitors to the school, after-school clubs and special events. British values are strongly embedded in the curriculum. For example, through philosophy lessons, pupils learn about the rights of lesbian, gay and transgender people in society, reflecting on the diversity of the world in which they live and the importance of respect and mutual tolerance.
- Subject leaders are passionate about the subjects they lead. They have action plans in place and these are monitored and are now checked frequently to ensure that appropriate interventions are undertaken. This ensures that pupils who fall behind catch up.
- Leaders use sports funding wisely. Specialist sports coaches enhance the teaching of physical education. This has skilfully been used to develop teachers' expertise. Pupils take part in more competitive sports than previously, and they speak highly of how their voices are listened to when developing the range of activities that they can access. They enjoy the breadth of activities, in particular the fencing club
- Leaders have spent the additional money for pupil premium effectively. The money has been used to provide targeted support to overcome barriers to learning and to ensure

that disadvantaged pupils have the same chances as everyone else. Consequently, disadvantaged pupils make good progress.

- The special educational needs coordinator is highly organised and provides very effective leadership for pupils who have special educational needs and/or disabilities. Pupils' additional and emotional needs are identified quickly and well-targeted teaching is put in place and reviewed regularly. Funding to support pupils who have special educational needs and/or disabilities is deployed effectively.
- Since the last inspection, the local authority has provided effective support to help the school move forward, including some detailed work to support the school in improving outcomes for groups of pupils. Outcomes for pupils improved in 2016 and the school's assessment information indicates that outcomes will continue to improve in 2017.
- Parents are very supportive of the school and feel that it is a safe, happy and caring place for their children. Parents are kept well informed about their children's progress and find teachers approachable. Parents believe the school is well led and managed and that reward systems not only support behaviour but also help children stay focused on their learning.

### **Governance of the school**

- Governors take an active part in the life of the school. There have been some recent changes to the governing body with the addition of new governors.
- Governors have an accurate understanding of the school and they plan and monitor actions to improve the school's work.
- New governors have accessed appropriate induction training.
- Governors have a broad range of skills to help them support and challenge the leaders of the school and hold leaders to account.

### **Safeguarding**

- The arrangements for safeguarding are effective. All adults who work with the pupils are checked to ensure their suitability.
- Staff know how to recognise the main risks to pupils and how to report any concerns that they may have about pupils, families or anyone working at the school. However, leaders' records of actions regarding concerns are not routinely dated.
- Links with professionals from outside the school are quick and appropriate when issues are identified.
- Arrangements for access to the school site and buildings are managed carefully despite issues with parking. Inspectors observed pupils entering the school safely using appropriate pathways and entrances into the school building.

## Quality of teaching, learning and assessment

Good

- Teaching and learning are good across the school.
- Teachers have good subject knowledge and high expectations of all pupils. As a result, pupils are focused on their learning, listen carefully and follow instructions. Observations of teaching and learning and scrutiny of pupils' workbooks showed that children do make good progress over time. However, at times, pupils can be overly supported in their learning and therefore some pupils are not fully challenged and not given enough opportunities to become independent learners.
- Some teachers use questioning very well to challenge pupils' thinking and deepen their understanding. This was the case during a reading lesson when the teacher used questioning effectively to deepen pupils' understanding of vocabulary and the layered messages within a text. Such good practice is not consistent across the school.
- Teaching assistants are highly skilled and work very well with the class teachers to ensure that activities are pitched at the correct level for each pupil. Such effective practice contributes strongly to the progress that pupils make.
- Teaching in mathematics is particularly strong across the school. This is supported by a systematic approach to the teaching of mathematics. For example, in one lesson observed, pupils used mathematical vocabulary well and were confidently explaining the methods that they were using to work out multiplication calculations.
- Staff create a positive ethos for learning in all classes by celebrating pupils' achievements, by displaying their work on classrooms walls and by providing good levels of praise, encouragement and feedback on how well they are doing.
- Leaders review pupils' progress through meetings with senior leaders. Leaders and teachers ensure that underperformance in reading, writing and mathematics is identified early and swiftly addressed through well-planned interventions.
- Pupils enjoy reading. They read regularly at home and with staff in school. Reading has been a key development focus in school this year. Reading is well promoted throughout the school and pupils show good skills for sounding out unfamiliar words. Overall, the teaching of reading is effective. However, sometimes overstructuring of tasks slows the pace of learning for some groups of pupils. Actions taken by the school are already leading to further improvement in the progress of pupils in reading. At times, the reading books that they take home do not provide appropriate challenge.
- Pupils take pride in all their work. Pupils present their work well and this is a consistent strength across the school. Writing skills are effectively promoted throughout the school. Pupils' writing shows that they can use their skills well, but sometimes teachers' scaffolding and support can inhibit their creativity and imagination and stop them from writing in greater depth.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident, happy and settled in school. Pupils told inspectors that they felt that this is an 'amazing school' and that this school 'really helps me to grow as a person'.
- Pupils say they feel safe and get on well with each other. Leaders have ensured that pupils are very knowledgeable about bullying. Pupils work well with the school to prevent any rare occurrences of bullying. Pupils are confident that if they have any problems in school then all adults who work with them would help them to sort them out.
- Pupils are taught to manage risks and keep themselves safe. Staff ensure pupils' safety by implementing good procedures. Consequently, pupils feel safe and secure in school and when they go out on schools trips. Pupils use computers and the internet safely and parents strongly agree that the school ensures that their children are safe in school.
- Pupils show good attitudes in their learning. They talk confidently about how they problem-solve if they are unsure of any issue and always try to 'have a go' if they are stuck.

### Behaviour

- The behaviour of pupils is good.
- Pupils were kind, well-mannered and courteous throughout the inspection. Behaviour is well supported by the school's robust behaviour management system. Parents felt that this was a positive aspect of the school and spoke fondly of the pride they feel when their children are supported through the reward system.
- Behaviour in the playground, in the dining room and in the classrooms is good. However, when pupils are not fully challenged in lessons, some low-level disruption may occur, but this is dealt with effectively by staff.
- Overall attendance is in line with the national average for primary schools. Persistent absence is above the national average. Leaders have begun to strengthen and monitor persistent absence procedures and these have led to improvements for a small number of children. However, persistent absence continues to be high.

## Outcomes for pupils

Good

- Pupils across the school are making good progress in a wide range of subjects. They are building well on their previous learning in developing secure knowledge, understanding and skills from their different starting points. Pupils are making good progress in their writing and mathematics and the school's assessment systems show that pupils are making good progress in reading.
- At key stage 1, pupils make good progress in all year groups and across different

subjects. The results of the phonics screening check over the last three years show that the number of pupils meeting the expected standard is consistently above that of pupils nationally. This is having a positive impact on their reading and writing skills.

- Pupils continue to make good progress and achieve well as they move through key stage 2. In 2016, the numbers of pupils achieving the expected standard in mathematics and writing were in line with national figures. Pupils did not achieve as well in reading and the numbers of pupils achieving the higher standards in reading, writing and mathematics were also slightly below national figures. However, current assessment information and the work seen in pupils' books indicate that progress is good. For example, the proportion of Year 6 pupils set to achieve the expected standard in reading, writing and mathematics is likely to be higher than in previous years. This has been the result of the effective actions by leaders in more closely monitoring pupils' progress and changes to the curriculum and assessment systems.
- The school tracks closely the progress of those who have special educational needs and/or disabilities. As a result of timely interventions and close working relationships with outside agencies, this group of pupils makes appropriate progress and achieves well.
- Disadvantaged pupils receive effective and well-coordinated support. Improved leadership and resources in this area of the school's work, through the use of additional funding, have ensured that teachers now identify and address differences in learning more quickly. Outcomes for this group of pupils are strong in reading and mathematics and standards are rising in writing.
- The school's assessment systems show that the most able pupils across the school are making good progress. Leaders are carefully tracking this group and work seen by inspectors indicates a sustained improvement in outcomes for 2017.

## Early years provision

**Good**

- The early years leader has great enthusiasm for her role and has a good overview of the provision, including an accurate overview of the setting's strengths and weaknesses.
- Children share warm relationships with staff and children settle quickly into school life.
- Children are kind and considerate. Adults treat children kindly and are excellent role models in promoting positive relationships. Children are safe, well supervised and cared for in a secure environment. There are no breaches of the statutory welfare requirements.
- Children in the early years are making a good start at the school. Children come into early years with skills and knowledge that are below those typical for their age, with some facing challenges in their communication and language skills. Children make good progress and achieve well in relation to their starting points. The number of children achieving a good level of development is increasing year on year and as a result a greater proportion of children are now better prepared for their transition into Year 1.
- Disadvantaged pupils' needs are identified quickly and funding has been specifically targeted to support their needs. For example, additional staff have been deployed to

support the speech and language skills of the children. Their needs are well met.

- Assessments of children are accurate. Next steps are set for each child and their learning is recorded and shared through an online learning journey. Parents contribute to this, and together school and home build a rounded picture of their children's development.
- Adults working within the early years share the leader's enthusiasm. Staff have an understanding of children's needs and provide appropriate opportunities across the areas of learning. However at times, children are not consistently challenged through the provision. For example, there were limited opportunities for children to extend their play indoors as adults had set up activities that limited children's ability to explore their ideas fully. Children demonstrate a good grasp of early mathematics and early reading and writing. Inspectors observed children counting accurately and using their spelling skills to sound out words effectively. However, there were times when some of the learning challenges were too easy and restricted the level of challenge that children were exposed to. At these times, children's learning slowed, particularly for the most able.



## School details

Unique reference number	105196
Local authority	Bolton
Inspection number	10024291

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	The governing body
Chair	Cllr D Burrows
Headteacher	Mrs S Johnson
Telephone number	01204 333458
Website	<a href="http://www.spindlepoint.org.uk">www.spindlepoint.org.uk</a>
Email address	<a href="mailto:head@spindle-point.bolton.sch.uk">head@spindle-point.bolton.sch.uk</a>
Date of previous inspection	12–13 June 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is an average-sized primary school.
- Most pupils are White British heritage.
- The proportion of disadvantaged pupils is similar to the national average.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below the national average.
- The school manages a breakfast and after-school club.
- The school works within a cluster of other local schools to provide training

opportunities to staff.

- The school supports the training of teachers through the national School Direct teacher training programme.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics

## Information about this inspection

- Inspectors observed teaching and learning across a range of subjects in each class of the school. The headteacher took part in two joint observations with an inspector.
- Inspectors examined samples of pupils' work across a range of different subjects, including science.
- Inspectors spoke to a number of pupils and held a meeting with a group of pupils to discuss their views about their learning, behaviour and safety in school.
- Observations were made of pupils' behaviour at the beginning of the day, at lunchtimes, breaktimes and when they were moving around the school. Pupils' behaviour was also observed in the classroom.
- Meetings were held with senior leaders, middle leaders, representatives of the governing body and a representative from the local authority.
- Inspectors examined a wide range of documentation, including that relating to safeguarding, behaviour and attendance, the school's information on pupils' outcomes and reports on the quality of teaching.
- Inspectors spoke to parents at the start of the school day. They also took account of 26 responses to Ofsted's online questionnaire (Parent View).
- Inspectors also spoke to teachers and teaching assistants to get their views on the school and took account of 12 responses to the Ofsted questionnaire for school staff.

## Inspection team

James Blackwell, lead inspector	Ofsted Inspector
Pamela Potter	Ofsted Inspector
Kevin Ward	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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