

Springwell Park Community Primary School

Inspection report

Unique Reference Number	134343
Local Authority	Sefton
Inspection number	294125
Inspection dates	25–26 April 2007
Reporting inspector	Margaret Lewis

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	309
Appropriate authority	The governing body
Chair	Dr K Early
Headteacher	Mrs Janet Smoult
Date of previous school inspection	Not previously inspected
School address	Menai Road Bootle Merseyside L20 6PG
Telephone number	0151 2886054
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Springwell Park was opened in March 2006. It is a newly built school and Children's Centre situated in Bootle about five miles from Liverpool town centre. It is an amalgamation of two local primary schools. The school is situated in a disadvantaged area that is undergoing regeneration. Just over half of the pupils are eligible for free school meals, which is well above the national average. The school is supported by an Educational Action Zone. The majority of pupils are of White British background. About 4% of pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is high at 35%. A few pupils are looked after by the local authority. The attainment of most pupils on entry to the Nursery is low.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Springwell Park is a good school, which provides exceptional care, support and guidance for the pupils. This aspect of its work is better than judged by the school. The school has settled quickly into the new building and staff are working well to move the new school forward. Pupils, staff, parents and governors are proud of the school. The school is well led and managed and it has good potential to become even better. Since the amalgamation, the headteacher, senior staff and governors have successfully created a new community with its own identity from two quite different primary schools. This is a tribute to all those with leadership and management roles. Children are given a good start in the Foundation Stage which works closely with the Children's Centre. Throughout the school pupils achieve well because of the good teaching and the excellent care and personal guidance they receive. This is particularly the case in Years 1 and 2 where pupils are now settled and standards are beginning to rise although they are still not high enough. Standards in tests in 2006, taken very shortly following the opening of the school, were well below the national average at the end of Year 2 in reading, writing and mathematics. Pupils in Year 6 did better and attained broadly average standards overall. Teachers assess pupils' work well. Pupils' personal development is good. As a result they behave well, enjoying their lessons and the many good curriculum opportunities they are given. For instance, pupils make a positive contribution to their local and wider community. They have strong links with the local church and have raised money for a school in Kenya. Pupils are proud of their new school and value the new friends they have made. The school works hard to forge links with pupils' parents, the vast majority of whom are happy with all aspects of their children's education. Teachers are confident in the teaching of skills for information and communication technology (ICT) although the planned use of ICT across subjects of the curriculum is not yet fully embedded. The senior staff and governors are developing rigorous procedures for school self-evaluation and have a good understanding of what needs to be done to raise standards further. Inspectors agree with the school's accurate assessment of its work in almost every area. The school provides good value for money.

What the school should do to improve further

- Raise standards of attainment in English, mathematics and science, particularly in Years 1 and 2.
- Build on the excellent resources in ICT to extend pupils' application of ICT skills in subjects across the curriculum.

Achievement and standards

Grade: 2

Pupils achieve well, including those with learning difficulties and/or disabilities. Children start school with levels of communication, language and mathematical skills far below those expected for their ages. They get off to a good start in the Nursery and Reception classes and make good progress. At the end of the Reception classes in 2006 they achieved best in their personal, social, physical and creative development, but many still had far to go in early skills of literacy and mathematics. In 2006, end of Year 2 results were well below average in reading, writing and mathematics. Senior leaders quickly identified and targeted pupils in need of additional support in both key stages and in particular in Years 1 and 2. Although standards are below average in the current Year 2 classes, pupils achieve well. There is evidence of significant improvement because they have made good progress and are overcoming their earlier difficulties

in reading, writing and mathematics, but there is still more to do in raising standards. In Years 3 to 6, achievement in current classes is good, helped by good teaching and good support. School targets were exceeded in English and mathematics in 2006 and at the end of Year 6 test results were broadly average in English and science and significantly above those nationally in mathematics.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good because the school provides an extremely caring atmosphere. The development of pupils' spiritual, moral, social and cultural understanding is good. Pupils gain in confidence as they become older and this is helped by the very good quality of out of school provision. Pupils behave well: they are polite, friendly and sensible as they move around the school. They feel safe in school. They gain a good understanding of healthy lifestyles through the physical education programme, the breakfast club and the healthy school lunch provision. Year 6 pupils operate a fruit trolley that encourages pupils to eat healthy snacks. Attendance is satisfactory overall. Any persistent non-attendance is within a small group of families and is monitored carefully. The school works hard, with the involvement of outside agencies, to improve attendance and punctuality. For example, pupils receive certificates and trophies for good attendance during celebration assemblies. The school council gives pupils a voice and a role in decision making. Effective systems such as the trained play mediators ensure that pupils help each other and that good relationships between older and younger pupils are maintained.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Pupils enjoy their lessons and make good progress. Through effective monitoring of teaching and learning, the school has quickly identified the need for increased opportunities for pupils to develop their language and mathematical skills, particularly in Years 1 and 2. It has taken effective steps to address this and these are beginning to bear fruit although there is still more to do to raise standards. Lessons are generally well matched to the pupils' needs and interests. This is particularly so in Years 3 to 6, where pupils are set by ability in English and mathematics. Teachers explain clearly what is to be learned at the start of lessons and this is assessed by pupils and teachers at the end. Relationships throughout the school are good and pupils respond well to teachers' high expectations of behaviour. Teachers make good use of interactive whiteboards in lessons and this helps pupils listen attentively, concentrate and work productively. Targeted groups such as pupils with English as an additional language and those with learning difficulties and/or disabilities are taught well and their individual needs are effectively met by knowledgeable teachers and trained teaching assistants. Teachers carefully check pupils' work and use assessment well to support the planning of future lessons. They mark work very thoroughly and make good use of positive comments to bolster the pupils' confidence and enable them to clearly understand how they can improve their work.

Curriculum and other activities

Grade: 2

The curriculum matches the needs of the pupils well. Pupils with learning difficulties and/or disabilities are well catered for as a result of detailed individual education plans and effective support. Good use of impressive resources are helping pupils gain valuable skills in ICT, but planning of the use of ICT across subjects is not yet fully in place. Provision in the Foundation Stage is good and pupils are given stimulating and meaningful experiences, which they enjoy. Learning is greatly enriched by the regular use of visits and visitors that bring the curriculum to life for the pupils. This use of creative professionals, particularly in art and music, and residential visits for older pupils provides the pupils with broad and rich experiences and contributes to their enthusiasm for learning. Pupils are taught Spanish and choose from a very wide range of extra-curricular activities in sport and the arts. The school is working towards the Healthy Schools Mark and this is impacting well on pupils' knowledge and understanding of a healthy life style.

Care, guidance and support

Grade: 1

The school takes excellent care of all the pupils. It provides a welcoming, caring and secure environment where pupils feel safe and happy. Learning mentors provide extremely valuable and effective support by working closely with the pupils, their families and external agencies. Parenting programmes are run by skilled, sympathetic adults who pupils and their parents know they can turn to for help and support. Liaison with outside agencies is first rate. Procedures for child protection are in place. Up to date risk assessments and effective systems ensure pupils' health and safety. Pupils' work is carefully assessed by staff and individual targets are known to pupils and their parents so that they know what they need to do to improve their work. Pupils with learning difficulties and/or disabilities and those with English as an additional language are well provided for. They are well supported by caring staff that make very good use of the individual education plans to guide their learning. Praise and recognition of pupils' work, much of which is well displayed throughout the school, raises pupils' self-confidence and self-esteem. Parents feel welcome in the school and are strongly encouraged to be involved in their children's education. The school has established an active parents' council and a parent teacher association.

Leadership and management

Grade: 2

The leadership and management of the school are good with some excellent features, such as the high quality of care and the promotion of wide ranging opportunities for the pupils that broadens their horizons. Pupils' work and the quality of teaching are carefully checked although school self-evaluation as a whole is still a developing process. Those aspects of self evaluation already in place are mostly accurate and realistic. The headteacher's vision for the future is very clear and effective. She has shared this exceptionally well and has had a profound influence on the shared commitment of all adults and the self-confidence and enjoyment for the learning of all pupils. In this school every child matters: its mission statement is lived out in day-to-day activities. The school development plan, currently under review, provides clear direction, which

rightly focuses on raising standards. The school has set itself challenging targets for the next two years.

Governance is good. Governors are supportive and closely involved with the work of the school through links to curriculum subjects and aspects of the school's work. They play an active part in staff appointments and are knowledgeable about the school's strengths and areas for development. The key priority for the leadership of the school now is to do all it can to convert the good provision into high standards of attainment particularly in Years 1 and 2.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for your help when Mrs O'Keefe, Mr Martin and I inspected your school. We enjoyed our visit very much. Now we want to share with you what we thought about your brand new school. There are many things that are good in your school and that you can feel proud of, for instance.

- Mrs Smoult and the staff have done very well to make one successful school out of two different schools in such a short time
- Everyone takes excellent care of you in school and teaches you well
- You all work hard and it is clear that you enjoy school
- You behave well and are growing into sensible children
- You have many opportunities to learn about living in a safe and healthy way
- You have good fun in the many clubs and activities and good opportunities to work with visitors and specialists.

We would like the staff to:

- help you, especially the younger pupils, do as well as you can in reading, writing, mathematics and science
- help you improve your school work by using information and communication technology across more subjects.

All of you at Springwell Park have worked hard and done a lot in just one year to make your school as good as it is. Keep up the good work.