



# Aston Springwood Primary School

## Inspection Report

**Unique Reference Number** 106901  
**LEA** Rotherham  
**Inspection number** 277655  
**Inspection dates** 18 January 2006 to 19 January 2006  
**Reporting inspector** Mrs Rosemary Eaton CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Aughton Lane
<b>School category</b>	Community		Aston
<b>Age range of pupils</b>	5 to 11		Sheffield, South Yorkshire S26 2AL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0114 287 2597
<b>Number on roll</b>	190	<b>Fax number</b>	0114 287 9203
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J Barton
<b>Date of previous inspection</b>	15 November 1999	<b>Headteacher</b>	Mrs J Long

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 18 January 2006 - 19 January 2006	<b>Inspection number</b> 277655
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Aston Springwood Primary School is of average size, and has more girls than boys. The proportion eligible for free school meals is higher than average. The number with learning difficulties and/or disabilities (LDD) is about average. When they join the school, the attainment of most children is below average, although this fluctuates from year to year. A very few children are from minority ethnic groups or are at an early stage of learning English. A small number are in public care. The site is shared with a nursery and an out of school care facility, which is run by a board of trustees and is financially independent. This provision is subject to a separate Office for Standards in Education Early Years inspection.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with outstanding features, providing good value for money. The inspectors agreed with the school's judgements about its overall effectiveness and most aspects of its performance. Pupils make good progress during their time in school, achieving well. In 2005, the standards reached by the leavers were above average overall. Additionally, throughout the school, boys' standards are lower than those of girls, and they tend to make slower progress. The school provides well for children in the Foundation Stage and so they make good progress. The quality of teaching is good and so is the curriculum. Lessons and activities are planned carefully to appeal to boys as well as girls and to enable all pupils of all abilities to learn well. Pupils' personal development is exceptionally good. They are encouraged to take on responsibilities and care for each other, they behave extremely well. Pupils are confident, sociable, and enthusiastic, reflecting the outstanding care, guidance and support they receive. Leadership and management are good, with the headteacher establishing a very clear sense of direction and an accurate picture of the school's strengths and weaknesses. Staff and governors share her commitment to providing the best possible education for every pupil. As a result, the school has moved on well since the previous inspection and its capacity to continue to improve is good. Teachers are enthusiastically taking more responsibility for leading developments in the subjects they manage, but appreciate that there is more work to be done.

### **What the school should do to improve further**

- Continue the work in progress to improve boys' standards and achievement by regular checks on the effectiveness of the curriculum and styles of teaching.
- Carry out the planned programme to develop the leadership and management of all subjects - for instance, improving the consistency of assessment arrangements.
- Ensure that noise levels during lessons do not prevent pupils from concentrating.

## **Achievement and standards**

### **Grade: 2**

When they join the Reception Year, the attainment of many children is below average, especially in their speaking and listening skills. They make good progress in all areas of their learning, often reaching the standards expected by the end of the Foundation Stage.

In recent years, pupils' performance in the Year 2 national tests has declined and in 2005 the results were below average, particularly in reading. Nevertheless, when their individual starting points are considered, a high proportion of these pupils had made good progress during Years 1 and 2. In the same year, the Year 6 test results were significantly above average. In English and science, every pupil reached or surpassed the expected Level 4. This surpassed the school's target for English, although that for mathematics was not met. Most pupils, including those with learning difficulties and/or disabilities, made more progress than those in similar schools.

By the end of Year 6, standards are above average and pupils throughout the school achieve well. However, at every stage, girls outperform boys and make better progress. The school is tackling this problem in a variety of ways, adapting teaching methods and the curriculum to encourage boys to do better.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding, and better than the school judged it to be. A particular strength is the provision made for pupils' spiritual, moral, social and cultural development. For instance, imaginative and enjoyable assemblies and other opportunities, such as a 'prayer tree', encourage pupils to reflect on their feelings and aspirations.

Behaviour is extremely good and pupils play and work very well together. Each week, they are taught for one lesson in mixed age classes - 'friendship groups' - encouraging them to understand and look out for each other. Pupils greatly enjoy their time in school and attendance is satisfactory. As one leaver put it, 'I have had a great time at Springwood and I'll miss it'. Boys respond as keenly as girls to lessons and activities.

Pupils learn about healthy lifestyles and how to keep themselves safe. There are many opportunities for them to contribute to the school community, by carrying out jobs in the classroom or helping to produce the school newspaper. Members of the school council talk enthusiastically about their responsibilities and what they have achieved - for example, recommending new books for the library. Enterprises such as growing and selling plants in the gardening club start to prepare pupils for their lives beyond school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers plan carefully to ensure that lessons are interesting and relevant to pupils' needs. The visit of a fireman provided an exciting context for children in the Reception Year to take part in creative activities such as imaginative play. Teachers' subject knowledge is good and they often select tasks that enable pupils to make links between different areas of the curriculum, applying skills and reinforcing their learning. A 'travel agency' prompts Year 6 pupils to search the Internet, read and record information, and investigate time zones, deepening their learning in a number of subjects. Lessons cater for boys and girls equally well, and work is matched effectively to what pupils need to learn next.

Mostly, pupils' behaviour is managed extremely successfully - they are kept busy, given plenty of encouragement, and work is pitched at the right level. Occasionally, noise levels are allowed to get too high, making it harder for everyone to stay focused on their work.

Well organised systems provide useful information about pupils' learning in English and mathematics. The data is used very effectively – for example, to identify those who need extra help or additional challenges. As subject leaders take on increasing responsibilities, assessment procedures in other subjects are being refined.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, rightly described by the school as 'rich and diverse'. All the necessary subjects are taught, with suitable priority given to English and mathematics. Work is well matched to the needs of all pupils, including those with learning difficulties and/or disabilities. In the Reception Year, children are provided with a good balance of activities directed by the teacher and opportunities for them to be independent learners.

The school is committed to making the curriculum even more enjoyable and worthwhile. French has been introduced in Year 3 and pupils greatly enjoy their new studies. 'Creative days' are a very recent innovation – the theme of 'The Gunpowder Plot' provided a host of opportunities for pupils to have new and exciting experiences. The curriculum is also enriched by a good range of visitors and visits, including residentials. The varied clubs – such as choir and football – are often over-subscribed. Currently, the school is working hard to increase the use of information and communication technology (ICT) in all subjects and to improve the achievement of boys.

## **Care, guidance and support**

### **Grade: 1**

The school is outstanding in its care and support for pupils and is modest in its own judgement of its efforts. Parents confirm their confidence in the school's arrangements and pupils feel safe and supported. The school has recently appointed a learning mentor to help pupils talk about problems they face. This task is extremely well carried out and the decision to make the appointment reflects very well on the school's commitment to the care of pupils. During lessons, support from teaching assistants and volunteers contributes much to pupils' learning. Teachers know their pupils very well and provide good advice about how they can improve their work. Many pupils are able to talk confidently about their targets. Close links with the on-site nursery support the Reception Year children, and those with the local secondary school help to prepare pupils very well for moving on.

Health and safety arrangements are well organised and the child protection system is carefully maintained by the headteacher. Pupils are encouraged to take responsibility for their own safety – for instance, through valuing themselves and learning about road safety.

## Leadership and management

### Grade: 2

The school is well led and managed, and the headteacher's leadership is outstanding. Despite significant staff changes during the last few years, she has established an enthusiastic and highly committed team. All staff appreciate their own role in the school's shared vision. For example, since embarking on an accredited course in customer care, provided by a governor, teaching assistants and midday supervisors are more aware of the significance of their contributions to pupils' achievement and personal development. Staff development is a very strong and effective feature. A programme of training for subject leaders is leading to rapid developments – for instance, in ICT.

Governors' work supports the school well and ensures that it provides good value for money. A range of systems provide the headteacher with an accurate view of the school's strengths and areas needing further development. Assessment data is analysed rigorously, and considered action taken to deal with issues, such as the continuing need to improve boys' attainment, reflecting the school's determination to enable all pupils to achieve equally well. Relative unfamiliarity with the new inspection criteria resulted in a couple of the school's judgements being over cautious. The school improvement plan is a very effective tool for moving the school forward – for example, a previous focus on speaking and listening skills has led to significant improvements.

The school is very outward looking, seizing opportunities to improve what it provides through extensive links with the community. Parents are strongly encouraged to be partners in their children's education, and their views are sought. Most are very happy with what the school provides. The school has improved well since the previous inspection and is well placed to continue to develop.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and helpful when we visited your school. We enjoyed meeting you and talking to you about your work and activities.

The things we liked most about Aston Springwood were:

- you are very kind to each other and behave very well indeed
- you all work hard and learn a lot, although the girls do better than the boys in the Year 2 and Year 6 tests
- the staff give you lots of interesting things to do, in lessons and clubs, for example
- all the adults try hard to make sure you are safe and happy in school
- the headteacher is really good at making sure that your school gets better and better.

What we have asked your school to do next:

- carry on helping the boys to do even better
- keep finding ways to help everyone learn well in every subject
- insist that those of you, who occasionally get rather noisy in lessons making it harder for everyone to concentrate, try to work more quietly.