

Inspection of a good school: Springwood Heath Primary School

Danefield Road, Liverpool, Merseyside L19 4TL

Inspection dates:

17 and 18 May 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils are very proud of their school. They value that everyone is made to feel welcome here. Those pupils who are part of the specially resourced provision for pupils with special educational needs and/or disabilities (SEND) enjoy learning and playing alongside their peers during lessons and breaktimes. Pupils are happy to come to school.

Pupils are thoughtful and kind. Most pupils quickly learn to be aware of and considerate of other people's needs. They value the strong friendships that they develop during their time at school. If bullying happens, leaders deal with it in a timely and effective way.

Leaders have created a strongly nurturing environment where pupils feel safe and cared for. Pupils respond well to staff and, in the main, their behaviour reflects the high expectations that leaders have. Children in the early years are taught habits of effective learning, such as listening to each other. These habits prepare them well for key stage 1.

For too long, leaders did not provide a high-quality education. Pupils did not achieve as well as they should. Recently, leaders have increased their expectations of what pupils can achieve. They are redesigning the curriculum to ensure that pupils can meet these raised expectations. However, in a number of subjects, this work is at a very early stage.

What does the school do well and what does it need to do better?

The school's performance has declined since the previous inspection. In 2022, pupils at the end of both key stages 1 and 2 did not achieve as well as other pupils nationally in reading, writing and mathematics. New leaders have started to take the urgent action needed to improve the school's performance. Leaders are developing a more ambitious curriculum which carefully orders knowledge from the early years to Year 6. In some subjects, these new curriculums are in place and pupils are learning well. However, in

other subjects, leaders are in the process of deciding what pupils should learn and when by. As a result, pupils do not achieve as well as they should in these subjects.

Teachers have secure subject knowledge. In those subjects where the curriculum has been finalised, most teachers check that pupils have learned and remembered what they have been taught. They address any gaps or misconceptions in pupils' learning. In these subjects, teachers design lessons that enable pupils to learn the key knowledge. However, this is not the case across the curriculum.

Leaders have made reading a high priority across the school. Pupils spoke excitedly about the stories that their teachers read to them. In the early years, staff use stories to help children learn about themselves and the wider world. Leaders introduced a new phonics programme in 2021. Children begin learning phonics at the start of the Reception Year. Leaders have ensured that staff are trained to deliver the phonics programme consistently well. Pupils read books that have been carefully matched to the sounds that they know. Staff are quick to identify pupils who are falling behind and help them to catch up. The pupils in the Reception class and Year 1 are benefiting from this new programme. As a result, more pupils now learn to read accurately and with confidence.

Leaders have taken urgent action to improve the effectiveness of the school's SEND provision. They identify any additional needs that pupils may have. Leaders have ensured that staff have the training and support needed to meet pupils' needs. Staff support pupils with SEND effectively, including those in the specially resourced provision, to access the curriculum alongside their peers.

Pupils' behaviour reflects their positive attitudes towards school. In lessons, they are typically enthusiastic and focused on their learning. Teachers deal with any instances of poor behaviour swiftly so that lessons are not often interrupted.

Pupils are well prepared for life in modern Britain. For example, they learn about the different religions and cultures. Pupils are encouraged to make contributions to their school community by taking on class roles, such as register or library monitors. They enjoy the range of clubs that are available to them, including chess and dodgeball.

Governors have not had a clear enough oversight of the quality of education that the school provides. They are rightly proud of the pastoral care and the inclusive culture within the school. However, governors were too slow to identify and address a decline in academic standards. Recently, they have begun to access appropriate training to ensure that they have the expertise to support leaders in moving the school forwards.

Staff are very proud to work at this school. Most said that leaders are considerate of their workload and well-being. Staff recognise that improvements are needed. They appreciate the training and development opportunities that leaders have recently begun to provide.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know pupils well. This helps them to swiftly identify any changes in a pupil's behaviour which might indicate that something is wrong. Staff know how to report any safeguarding concerns. Leaders take swift and effective action in response to these concerns. Leaders work with external agencies to ensure that pupils get the support that they need.

While pupils are not at risk of harm, leaders' safeguarding records do not provide sufficient information about how leaders have responded to some concerns about pupils.

Pupils learn about how to stay safe through the wider curriculum. This includes staying safe online and in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a number of subjects, leaders are in the process of designing the curriculums. As a result, teachers are not yet clear on what pupils should learn and when by. This hinders teachers in designing learning activities that enable pupils to build knowledge securely. Pupils do not achieve as highly as they should. Leaders should finalise their curriculum thinking in these subjects and ensure that teachers deliver these new curriculums as intended.
- In some cases, leaders do not record the actions that they have taken in response to safeguarding concerns. As a result, leaders, including governors, do not have the information that they need to reassure themselves that concerns about pupils are being followed up. Leaders should ensure that the actions that they take to follow up on safeguarding concerns are recorded.
- Some leaders, including some governors, lack the knowledge and skills needed to carry out their roles effectively. This impacts on leaders' capacity to improve the school's performance. Leaders should ensure that leaders at all levels have the expertise needed so that the ambition and vision that they have for the school can be fully realised.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	104545
Local authority	Liverpool
Inspection number	10283650
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair of governing body	Richard Lovegrove
Headteacher	David Harrop
Website	www.springwoodheath.co.uk
Date of previous inspection	20 and 21 March 2018, under section 5 of the Education Act 2005

Information about this school

- The school operates a specially resourced provision for children with SEND. This provides for pupils with physical disabilities from Reception Year to Year 6. There are currently 44 pupils accessing this provision. All these pupils have an education, health and care plan. All places are commissioned through the local authority.
- The school has an interim headteacher who has been in place since the start of the summer term 2023. He is also the headteacher of another primary school in the local authority and he divides his time between the two schools. The governors have appointed a permanent headteacher from September 2023.
- There have been a significant number of changes in staffing since the previous inspection. A number of key personnel, including the chair of governors, have been appointed within the last academic year.
- Leaders provide a breakfast club.
- School leaders do not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector spoke with the headteacher, other leaders and staff.
- The inspector spoke with some members of the governing body.
- The inspector spoke to a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. She discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector observed some pupils reading to a familiar adult.
- The inspector spoke to leaders about the curriculum in other subjects.
- The inspector spoke to pupils about their experience of school. She also observed pupils' behaviour during lessons and at breaktimes.
- The inspector visited the breakfast club run by school leaders.
- The inspector checked the school's safeguarding policies and procedures, including the school's single central record. She met with leaders, staff and pupils to check on the effectiveness of safeguarding in the school.
- The inspector reviewed a wide range of evidence, including documents relating to school improvement.
- The inspector considered the responses shared through Ofsted Parent View, including the free-text comments. She also considered the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.

Inspection team

Sally Rix, lead inspector

His Majesty's Inspector

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