



# Springside Primary School

## Inspection Report

**Unique Reference Number** 105316  
**LEA** Bury  
**Inspection number** 277335  
**Inspection dates** 21 September 2005 to 22 September 2005  
**Reporting inspector** Mr Robert Robinson 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>	Springside Road
<b>School category</b>	Community		Bury
<b>Age range of pupils</b>	3 to 11		Lancashire BL9 5JB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 764 2348
<b>Number on roll</b>	231	<b>Fax number</b>	0161 797 3359
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J Clegg
<b>Date of previous inspection</b>	16 October 2000	<b>Headteacher</b>	Mr J Wright

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 21 September 2005 - 22 September 2005	<b>Inspection number</b> 277335
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average-sized primary school situated in the north of Bury. The vast majority of the pupils are from a White British background. There are also Traveller children in school. None of the pupils are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is below that normally seen. Indications are that the socio-economic circumstances of the area are average. Children's attainment on entry to the nursery is about average, though it varies from year to year. Sixteen pupils have learning difficulties and disabilities, which is below average. Two pupils have statements of special educational needs. The school is involved with the Primary Leadership Programme. In 2004 the school gained the Smokefree School Award and the Healthy School Award.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

The effectiveness of the school is satisfactory. Inspectors disagree with the school's view that it is good, but do agree that provision in the Foundation Stage is good and that children in the nursery and reception classes make good progress because of good teaching. By the time they start Year 1 the children's performance is above the nationally expected standards for their age. Progress from the beginning of Year 1 to the end of Year 6 is satisfactory. Lower attaining pupils and those with learning difficulties and disabilities make good progress in their learning. The progress of higher attaining pupils is satisfactory, because they are not sufficiently well challenged to make more rapid progress. Consequently standards by the end of Year 6 are broadly average. Pupils' personal development is satisfactory although punctuality and attendance are good. The quality of teaching and learning although good in the Foundation Stage is sound overall. The curriculum is suitable for the pupils but could be more exciting. There is good emphasis on sport and French. The care, guidance and support for pupils are satisfactory. The leadership and management of the school are sound although at present the school does not use information about pupils' attainments or monitor pupils' learning well enough to raise standards further. The school has taken sufficient steps to make improvement since the last inspection. The strengths of the governing body and the commitment of the staff indicate that the school has the capacity to improve further. The school provides satisfactory value for money.

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

- Use school performance data to set challenging targets to raise standards further.
- Place greater emphasis on providing a more enjoyable and challenging curriculum to improve the achievement of higher attaining pupils.
- Improve the pace of learning by checking progress more carefully and having higher expectations of what all pupils can do.

## **Achievement and standards**

### **Grade: 3**

Inspectors agree with the school's evaluation that achievement and standards are satisfactory overall. Children in the Foundation Stage enter school with generally average levels of attainment and make good progress. A significant proportion of pupils exceed the standards expected of them by the end of the reception year.

Standards are broadly average by the end of Year 6 though they vary from year to year. The school's results in the 2004 national tests at the end of Year 6 were above average. In the 2005 national tests, standards in the school are expected to be lower which reflects the ability of this year group. In Years 1 to 6, pupils make satisfactory progress. The school meets the targets set for the proportion of pupils to reach the expected level and the higher level at the end of Year 6. Although pupils' progress between Years 1 and 6 is satisfactory overall it is not consistent. It is clear that progress

slows at the beginning of Years 3 to 6 before it improves towards the end of the key stage. As a result standards are broadly average by the end of Year 6. A few parents expressed concerns that their children were not stimulated and challenged enough at school to meet their full potential.

There is no significant difference between the rate of progress made by boys and girls, those who learn English as an additional language or by the pupils' ethnicity. The pupils capable of high attainment are insufficiently challenged. The pupils who have learning difficulties and disabilities make good progress according to the targets set for them in their individual education plans.

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

### **Grade: 3**

The personal development and well-being of pupils are satisfactory. Inspectors do not agree with the school's evaluation that these aspects are good. By the time pupils reach Year 6 most pupils show satisfactory levels of interest in their work and behave soundly; however, some higher attaining pupils report that they find some subjects 'boring' because the work often does not interest them and provides insufficient challenge. Relationships are satisfactory, including relationships between the different ethnic groups. On the few occasions when bullying occurs, pupils know who to talk to in order to resolve problems. Recent new entrants to the school have found difficulty settling. This has been identified by the staff and support from the local authority has been arranged to help these children.

Pupils' spiritual, moral, social and cultural development is satisfactory. Their views are valued and the interest and feelings of others are respected. Pupils work well in groups, for example, in reaching decisions through discussions in the class councils. Pupils have an understanding of different cultures through art and music, although the beliefs and traditions of the cultural groups actually represented at the school are not celebrated sufficiently.

Most pupils enjoy school and attendance and punctuality are good. Most pupils feel safe at school. They know about healthy lifestyles and the importance of a good diet. Pupils have a good range of responsibilities which they fulfil well to help in the smooth running of the school; for example, helping in the nursery during playtimes. They are prepared appropriately for their future learning. In class councils, pupils discuss the financial implications of their decisions, such as the cost of providing and emptying additional waste containers in the playground.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory and this leads to pupils making steady progress in their learning.

In the nursery and reception classes, activities are planned well to meet the needs and interests of the children and are well-organised and exciting. For example, as part of their learning about 'being healthy' the nursery children made delicious vegetable soup, which they enjoyed eating at snack time. Notes are kept of the pupils' progress, which assists the planning of future lessons.

In the best lessons in Years 1 to 6, teachers have good subject knowledge, use a wide range of teaching methods and make good use of time, so that all pupils make good progress in their learning. For example, in a mathematics lesson, the interactive whiteboard was used effectively to practise and extend learning. Questioning challenges pupils well. The pace of learning is brisk with helpful comments such as, 'Come on we need to speed up a bit'. The pupils are interested, well behaved and keen to participate. The use of games to consolidate the learning often adds to the enjoyment of the lesson.

Weaknesses in lessons are apparent when the teaching does not sufficiently challenge higher attaining pupils and insufficient time is provided for pupils to practise their new learning. Time is lost when changing from whole class activities to individual or small group work. The marking of pupils' work is not consistent throughout the school. Few comments are made to show pupils how well they are doing and how they can improve, and pupils' work is not checked sufficiently well by senior teachers.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is appropriate to the needs of the pupils and meets statutory requirements. The school's sporting bias and opportunities to learn French add an extra dimension that pupils appreciate greatly. In the Foundation Stage, provision is consistently good: lessons in making buns, for example, combine fun with learning about a healthy lifestyle. The basic elements of English, mathematics and information and communication technology (ICT) are soundly in place in Years 1 to 6. The school considers its curriculum to be good, but does not fully recognise that higher attaining children often lack challenge and direction because the curriculum is not well planned to meet their needs. As a Year 6 child said, with regret, 'I enjoy the intellectual side of learning rather than having to complete pages of seemingly endless sums.' The curriculum for pupils with learning difficulties and disabilities is well planned and, as a result, they progress well. Visits, such as those to see Roman remains, add excitement to learning. Provision for personal development is satisfactory. Pupils relish the good opportunities to value and help others, but are not given enough time to study minority ethnic cultures. They learn to lead healthy and safe lives well, but opportunities to work together are more limited.

## **Care, guidance and support**

### **Grade: 3**

Arrangements for children's health, safety, protection and progress are satisfactory, but there are a few unresolved cases of bullying. Child protection procedures are satisfactory. Staff know the pupils well and provide a useful programme for personal

development, but the advice given to them about how to improve their work is inconsistent between classes. Teachers have devised a new system of support for learning, but it is too soon for the school to see its effect. Children speak of the trust they place in adults around the school, but some newcomers take a long time to settle and a few do not feel included even after a year in school. Relationships are generally positive, which help most pupils make steady progress. Parents have a good opportunity to help in their children's learning, particularly in the Foundation Stage, but are generally unaware of specific targets for learning in Years 1 to 6.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The school has sufficient capacity to improve as demonstrated by the appropriate progress that it has made since 2000. The school monitors its own practice in an acceptable way; however, methods of checking up on children's progress are not sharp enough and this accounts in part for the uneven quality of experiences within Years 1 to 6. This relative weakness results in the progress of higher attaining pupils slowing down in some classes. This is a reasonably inclusive school in which, for example, children with learning difficulties make good progress, but higher attainers and some new entrants to the school often lack the same sense of direction and purpose.

The school has initiated some good developments in how to advise children about their work and personal development. These result from successful evaluation, training and professional development by key members of staff. School self-evaluation is generally accurate, despite the occasional point on which the team and school disagree. Children and staff are consulted well when planning improvements. Most parents show an appreciation for the way that the school is led and managed, but some have justified concerns relating to some aspects of learning.

The governors have a good understanding of the strengths and weaknesses of the school. Responsibilities are discharged well and statutory requirements are met. Governors have a very firm grip on the how well children are doing and understand how academic achievement could be even better.



## 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>
--	-----------------------	--------------

### 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>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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 welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

What we liked most about your school

- In the nursery and reception classes, you learn well because the teaching is good and activities are enjoyable.
- Your attendance is good.
- We are glad that those of you who find learning difficult are given good help.
- We noticed how well older pupils assist staff by doing jobs at playtimes and lunch times.
- The school has good governors who help the headteacher and other staff to run the school.

What we have asked your school to do now

- We want your teachers to tell you how you can improve your work and to set targets for you to try to achieve.
- We have asked the headteacher and other staff to make learning more challenging and interesting.
- We want teachers to work together to make your learning better and to look at your work to see how well you are doing.

We appreciated talking to you about our work and watching you learn. We wish you well for the future.