



# Springhead Infant and Nursery School

Inspection Report

**Unique Reference Number** 105668  
**Local Authority** Oldham  
**Inspection number** 287290  
**Inspection date** 22 January 2007  
**Reporting inspector** Robert Robinson

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

<b>Type of school</b>	Primary	<b>School address</b>	Cooper Street
<b>School category</b>	Community		Springhead, Oldham
<b>Age range of pupils</b>	3-7		Lancashire OL4 4QT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 6245504
<b>Number on roll (school)</b>	267	<b>Fax number</b>	0161 6289380
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Malcolm Milwain
		<b>Headteacher</b>	Mrs Angela Leach
<b>Date of previous school inspection</b>	20 March 2001		

<b>Age group</b> 3-7	<b>Inspection date</b> 22 January 2007	<b>Inspection number</b> 287290
-------------------------	---	------------------------------------

---

© Crown copyright 2007

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 one Additional Inspector.

## **Description of the school**

This is a larger than average sized infant and nursery school. Most pupils are of White British heritage although a small proportion of pupils are from other ethnic groups. The socio-economic circumstances of the area are above average. Very few pupils are identified as having learning difficulties and/or disabilities. The headteacher was appointed from September 2006 following periods as acting headteacher and previously being deputy headteacher of the school.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

Springhead Infant and Nursery school is an outstanding school which has continued to improve very well since its last inspection. It provides outstanding value for money. Because of exceptional leadership and management, all groups of children make outstanding progress relative to their starting points. Standards have been consistently significantly above average since the last inspection.

Children get off to a wonderful start in Nursery as provision in the Foundation Stage (Nursery and Reception) is outstanding. Children enter Nursery with average standards. They make brisk progress because of an exciting curriculum which interests both boys and girls. Learning indoors as well as outdoors are given high priority. The children are very well prepared for future learning because of the strong emphasis in the Foundation Stage on personal, social and emotional development. The children quickly become confident and very well motivated learners.

Pupils make fast progress in their learning throughout the rest of the school. They respond extremely well to the outstanding teaching by working hard. Above all they enjoy school. Staff, including teaching assistants, provide good help to all groups of pupils. Recent revisions of the curriculum in Years 1 and 2 are adding enjoyment to learning. In all classrooms, there are interactive whiteboards linked to computers. These are used well to assist teaching and learning. However, the school has insufficient computer programs to provide additional opportunities for pupils to consolidate and extend their learning. The school is aware of this and is embarking on replacing existing computers and extending the range of programs as the next phase of its plan to improve information and communication technology (ICT) provision.

Very effective systems are in place to monitor pupils' progress from Nursery to Year 2. The information is used extremely well to set challenging targets for all pupils. Rigorous monitoring of pupils' progress by staff and senior managers ensures that any difficulties pupils have in their learning are quickly identified and addressed.

Pupils respond exceptionally well to the outstanding care, guidance and support they receive. Spiritual, moral, social and cultural development is outstanding. Pupils have a growing understanding of their own and others' needs and beliefs. Relationships are harmonious between pupils as well as between pupils and staff. Pupils' attitudes to learning are excellent. Behaviour by Year 2 is exemplary.

The strengths in the leadership and management and all other aspects of the school's work and vision for the future indicate that it has outstanding capacity to continue to improve. The leadership team is constantly seeking ways to improve the school. It has a very good understanding of areas for development, although its view of its effectiveness is too modest. Governance is good. Parents are extremely supportive of the school. The following parental comment sums up their positive views: 'Children have a delightful start to schooling which prepares them for life-long learning.'

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

- Improve the opportunities for pupils to use computers to extend and consolidate their learning.

## **Achievement and standards**

### **Grade: 1**

Pupils' achievement is outstanding because they enter Nursery with average standards and leave at the end of Year 2 with standards that are well above average. This is because of the good and often better teaching in the Foundation Stage and Years 1 and 2. Since the last inspection standards have been consistently significantly above average. In the 2006 national tests at the end of Year 2, standards were well above national averages in reading, writing and mathematics. Standards by the end of Reception were above average with particular strengths in personal, social and emotional development. The very few pupils learning English as an additional language and those with learning difficulties and/or disabilities make similar progress to other pupils.

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

### **Grade: 1**

The personal development and well-being of pupils is outstanding. Pupils behave extremely well in the classroom and around school. Bullying is not an issue. Pupils feel safe, and trust all the adults they deal with. They show care and consideration for each other. For example, in a class assembly most pupils expressed why they were 'special' but one pupil found difficulty articulating this. Spontaneously, others responded by highlighting his positive qualities. Pupils know very well how to maintain a healthy lifestyle and are keen to point out what constitutes a healthy meal at lunchtime. The school council takes its responsibilities seriously, such as caring for others who go to the 'friendship stop' at playtimes. Pupils are very well prepared for future learning because of their very good acquisition of basic skills and their excellent attitudes to learning. Attendance is satisfactory though improving. About a quarter of the absences are because of holidays during term time. The school does all it can to ensure that parents appreciate the effect these absences have on their children's education. Pupils' spiritual, moral, social and cultural development is excellent and provision has been further enhanced following an audit of the curriculum. Strong links with other Oldham schools serving more diverse racial and cultural communities help pupils to gain a better understanding and respect for different races, cultures and faiths.

## Quality of provision

### Teaching and learning

#### Grade: 1

The quality of teaching and learning is outstanding and results in pupils achieving outstandingly during their time at the school. Classrooms are stimulating places to learn with attractive displays which celebrate pupils' work. Teachers are skilled at planning interesting work which stimulates both boys and girls to work hard. Behaviour management of pupils is a strength resulting in lessons moving at a fast pace and very good relationships between staff and pupils. The outdoor areas around the school are used extremely well to assist learning, particularly in the Foundation Stage. For example, on a snowy day the youngest children practised mark making in the snow while older children acted out 'We are going on a bear hunt' excitedly squelching through mud and snow on the school field, chanting the words from the story. Teaching assistants provide effective help for pupils, particularly for lower-attaining pupils and children in the Foundation Stage. Occasionally, they have limited involvement in whole-class teaching sessions. The marking of pupils' work is thorough and clearly shows pupils how well they have done and what they must do to improve.

### Curriculum and other activities

#### Grade: 2

The curriculum meets the needs of all. It is very effective with a strong emphasis on developing pupils' basic skills and their personal development. Exciting topics, such as Antarctica, Africa and the Fire of London, are planned very carefully to develop skills in a range of subjects as well as to provide purposeful opportunities to practise and improve writing skills. However, there is insufficient planning to use ICT to assist learning. Recent revisions of the curriculum in Year 1 are beginning to help pupils' experiences to build smoothly on their learning in the Foundation Stage. For example, pupils engage more in role play and increasingly use the outdoor environment to extend their learning opportunities.

A very wide range of extra-curricular activities, including chess, choir, dance, drama, football, ocarina, reading and Spanish clubs, engage pupils' interest and add excitement to learning. Educational visits and visitors to the school are used well to enrich the curriculum. Pupils' maturity and understanding of healthy lifestyles are enhanced through personal, social, health and citizenship education and visitors such as a local chef.

### Care, guidance and support

#### Grade: 1

Child protection procedures are in place. Health and safety and risk assessment procedures promote a safe environment. Parents and pupils agree that children are looked after very well. The tracking of pupils' progress is extremely thorough and is used very well to assist pupils to make outstanding progress in their learning during

their time at the school. Those pupils with learning difficulties and/or disabilities are provided with carefully thought out individual education plans to assist their learning.

## **Leadership and management**

### **Grade: 1**

The outstanding leadership and management of senior leaders have resulted in high standards over time. A seamless transition of headteachers has been accomplished following the promotion of the previous deputy headteacher. As a parent put it, 'The headteacher is doing a fantastic job.' The strengths in leadership are apparent within the whole senior leadership team. Each member takes an active part in developing their areas of responsibility, supporting staff and monitoring standards. The professional development of all staff is given high priority. The school is acknowledged by local universities and colleges for the quality of its contribution to the training of graduate teachers and student teachers. The outstanding features of the Foundation Stage are promoted within the local authority. Strategies for monitoring and evaluating the performance of staff and the work of the school are rigorous. Governors are proactive in the life of the school. They fulfil their statutory duties. They recognise the hard work that takes place in school and are well informed. The governing body has changed significantly over the past year and some governors are new to their roles. A particular strength is the esteem parents hold for the school. This comment was typical of the view of most: 'I would highly recommend the school to anyone, teachers are totally committed and standards are exceptionally high.'

**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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	1

### The quality of provision

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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	1
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	1
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 welcoming me to your school. I enjoyed the day I spent with you and our discussions. My findings confirm your own views that your school is an outstanding school because the headteacher, other staff and governors lead and manage it extremely well. You are taught really well so you make brisk progress in your learning and reach high standards.

I was impressed with your behaviour. It was excellent. I noticed that you all work hard in lessons and get on very well together. The staff look after you extremely well and you really enjoy school. Your parents and carers are very pleased that you come to this school.

Your headteacher and governors have detailed plans for the future to ensure that your school continues to provide an outstanding education for all of you. I have asked the school, however, to give you more opportunities to use computer programs so you can practise new learning and make even faster progress.

I appreciated talking to you about your work and watching you learn, and wish you well for the future.