



Spring Grove Junior Infant and Nursery School

Inspection Report

Unique Reference Number 107617
Local Authority Kirklees
Inspection number 287872
Inspection date 1 November 2006
Reporting inspector Philip Cole

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

Type of school	Primary	School address	Bow Street
School category	Community		Huddersfield
Age range of pupils	3-11		West Yorkshire HD1 4BJ
Gender of pupils	Mixed	Telephone number	01484 223917
Number on roll (school)	239	Fax number	01484 223918
Appropriate authority	The governing body	Chair	Mr Howard Roberts
		Headteacher	Mrs Hawa Laher
Date of previous school inspection	14 January 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Spring Grove is an average sized primary school that serves an inner city area. Almost all the pupils come from minority ethnic families, mostly with Asian backgrounds, and around three quarters speak English as an additional language. There are also several pupils whose parents are asylum seekers. The proportion of pupils who have learning difficulties and/or disabilities is similar to that in schools across the country. Most of these pupils have learning difficulties. Around a third of pupils are entitled to free school meals, which is above average, and movement in and out of the school is higher than usual.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Spring Grove is outstanding. In this school not only does 'every child matter', everyone matters. The school is committed to the development of pupils, teachers and all staff both in and out of class. This commitment is reflected in its achievement of the nationally recognised Investors in People award and its work towards Investors in Pupils. The school strives to enable parents to play a full part in their children's education. This pays dividends, adding greatly to the exceptional progress pupils make. Parents are confident that the school is an excellent place to learn. Pupils love coming to school and are eager to say how much they enjoy their interesting and often exciting lessons. They feel safe, secure and very well looked after. They really appreciate that adults listen to them and take account of their views. Their happiness and enjoyment are the foundations on which their learning is so successfully built.

Children enter school with levels of attainment below those expected for their age, often with little spoken English. They get off to a flying start in the Early Years Unit and reach standards close to those expected nationally by the time they enter Key Stage 1. By Year 6, standards overall are above national averages. They are high in science and mathematics and average in English. The achievement of all groups is excellent. Pupils make such impressive progress because of consistently high quality teaching. Lessons are carried out at a cracking pace and pupils are provided with many interesting and stimulating learning experiences. Teachers make it very clear to pupils what they will be learning and ask searching questions that encourage them to think hard. Pupils know how to improve their work because teachers 'make it easy for you to remember what to do' in the comments they write and the targets they give. Excellent use is made of the highly skilled support staff to ensure that different groups make maximum progress. Pupils are given outstanding personal and academic support and guidance, which helps them to reach challenging targets. Their progress is very closely monitored and prompt action is taken if a child starts to falter. Vulnerable pupils are identified early and provided with excellent support which is closely matched to their needs and involves their parents whenever possible.

Learning is made more relevant and effective by the smart and very good links that are made between subjects. Teachers capture pupils' interest and extend learning through exciting stimuli, such as visits and visitors. The pupils particularly enjoy the termly 'theme' weeks that often make impressive use of experts, such as artists in residence, and result in work of high quality. The school's outstanding curriculum is also enriched by a good range of clubs, which are often led by experts. They provide real challenge for talented pupils but more could be done to systematically identify these pupils and to extend them further. The school is at the heart of the community and actively values and celebrates ethnic and cultural diversity. Pupils talk excitedly about the 'great multicultural activities and celebrations' they experience in school and show considerable understanding and appreciation of religions other than their own. Many parents choose to send their children to this school because it so successfully fosters respect, understanding and tolerance of different faiths. Pupils' personal development and well-being are excellent. Behaviour is exemplary, pupils are

very polite, extremely considerate and relish taking on responsibilities, such as being Play Zone Leaders. They have a very good understanding of healthy living, although they sometimes admit to choosing a pudding instead of fruit from the healthy lunchtime menu!

Leadership and management are excellent because the school's motto, 'working together to succeed in life' is shared and lived by all in school. The headteacher has built well on earlier achievements and governors state that, 'the school has improved out of all recognition'. The headteacher has high expectations and constantly looks for ways to bring about improvement. Nevertheless, she sensitively encourages and develops others. She is given outstanding support by a highly competent and enthusiastic management team and a governing body that is knowledgeable and challenging. Self-evaluation is rigorous and takes account of the views of all with a stake in the school. It is used very effectively to inform the well-thought-out improvement plan that has underpinned the successful drive to raise pupils' achievement. Consequently, both the value for money provided by the school and its capacity for further improvement are outstanding.

What the school should do to improve further

- Improve the identification of and provision made for talented pupils.

Achievement and standards

Grade: 1

Achievement is outstanding. Children in the Foundation Stage make at least good progress across all the areas of learning. They do particularly well in their personal development and in their ability and confidence in using English. This strong start is built on very effectively in Years 1 and 2: pupils make good progress with their reading and often do very well indeed with writing and mathematics. Pupils with English as an additional language make exceptional progress. By Year 6, standards in science and mathematics are extremely impressive and have often been in the top 5% of schools nationally. Pupils make at least good progress in English to achieve national averages.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is exceptionally strong. This reflects the richness of the experiences pupils are given and the high quality care, support and guidance they receive. Relationships are excellent: pupils get on very well together, support each other and their behaviour is exemplary. They feel valued and secure and are confident bullying is never a problem. Pupils love participating in community festivals and events. They show real concern for others, regularly raising money for those in need, such as the victims of the tsunami. Their self-awareness is particularly strong because they are used to evaluating their own performance and setting personal targets. This prepares them well for future life.

Quality of provision

Teaching and learning

Grade: 1

Pupils learn particularly well because teaching is of consistently high quality. Teachers make learning exciting and stimulating for the pupils because they give them interesting things to do and vary how they teach; for example, they regularly use drama and role-play to bring lessons alive. Consequently, children are hooked into activities and are fully engaged in learning from the outset. Teachers' very skilful use of questioning provides maximum challenge and keeps pupils on their toes. Marking is used very effectively to show children how they might improve and set targets for future learning.

Curriculum and other activities

Grade: 1

The school constantly develops the curriculum to make it more relevant and interesting for the children. Recent changes to the mathematics programme have contributed to a marked improvement in test results. Every effort is made to enrich pupils' experiences and ensure their learning has maximum relevance. The curriculum strongly reflects the cultural heritage of different groups of pupils. Visits and visiting experts are used exceptionally well to this effect. A high quality programme, which includes twinning with schools in very different situations, contributes particularly well to pupils' personal and social development.

Care, guidance and support

Grade: 1

Care, guidance and support are at the heart of the school's work. All adults put the needs of the children first. Pupils understand this, feel completely at ease and have every confidence that if they have a problem they can share it and it will be solved. Attendance and punctuality have improved significantly, not just because children really enjoy school, but also because the school tirelessly works with parents to bring about the improvements. A close eye is kept on pupils' progress and prompt, effective action is taken when necessary, involving parents from the earliest stages. Talented pupils are given opportunities to develop through the many clubs and activities on offer. However, procedures for identifying these pupils are not always systematic enough and opportunities are occasionally missed to extend them fully. Robust child protection and safeguarding procedures are in place.

Leadership and management

Grade: 1

Leadership and management have created a climate in which everyone works together with great commitment to ensure success. Staff are confident that they are very well

supported in their professional development. They are very keen and able to take on new challenges. Adults and pupils alike feel valued and know their views are taken into account. There is no complacency in the constant drive towards improvement. The achievement of the nationally recognised Investors in People award is testimony to the inclusive way the school is run. Procedures for evaluating the work of the school are extremely rigorous and thorough. Consequently, the school has a very accurate picture of its strengths and areas for further development. Issues from the last inspection have been tackled fully.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	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

How well do learners achieve?	1
The standards ¹ reached by learners	2
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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	1
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

I really enjoyed my visit to your school. I was particularly pleased to see the excellent work that you do. I was also delighted to hear that you love coming to school and enjoy your lessons and all the other exciting things that you do.

I was very pleased to see that you all behave so excellently and that you get on really well together. You clearly enjoy the Zone Park and play very well in it. You are lucky to come to a school where all the adults care so well for you and listen to what you have to say. I think that you have helped the school to become a better place by suggesting that a water fountain should be put in and that the toilets should be made much nicer.

Your headteacher and all the other teachers and helpers want you to have the best school possible and I think they are being very successful in achieving this. Your teachers work very hard to give you interesting work that makes sure you all learn as well as you can. I think your school could be even better if more was done to help those of you who might have special talents to make the most of them.

Your parents think you come to the best school. I think that your school is very special and I am sure that you will continue to be extremely happy there.