



# Springhead Primary School

## Inspection Report

**Unique Reference Number** 117885  
**Local Authority** East Riding of Yorkshire  
**Inspection number** 290957  
**Inspection dates** 1–2 February 2007  
**Reporting inspector** Heather Evans

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>	Forty Steps
<b>School category</b>	Community		Anlaby, Hull
<b>Age range of pupils</b>	4–11		East Yorkshire, HU10 6TW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 307870
<b>Number on roll (school)</b>	161	<b>Fax number</b>	01482 307873
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Kevin Hadfield
		<b>Headteacher</b>	Mrs Carolyn Jones
<b>Date of previous school inspection</b>	1 July 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 1–2 February 2007	<b>Inspection number</b> 290957
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a smaller than average primary school. The vast majority of pupils are White British. A very small number speak English as an additional language. The proportion with learning difficulties and disabilities is similar to the national average as is the percentage eligible for free school meals. On entry to the Reception class, children's attainment varies but is close to what is usually found for children of the same age.

## **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 some outstanding features. Leadership and management are good overall. The leadership of the headteacher is outstanding and has enabled the school to move forward rapidly since the previous inspection. The headteacher is supported very effectively by the senior teacher and the good, shared leadership of all the teachers. The headteacher and her senior teacher work together in a supportive way that gets the best out of all staff. The governing body is effective and well informed and makes accurate judgements about the school's strengths and weaknesses. There has been good improvement since the last inspection. The school has good capacity for further improvement and provides good value for money.

Good provision in the Foundation Stage results in the children's good progress. Throughout the rest of the school, consistently good teaching and curriculum lead to pupils' good achievement. In 2006, the pupils' test results were above the national average in Years 2 and 6. In Year 6, standards are above average in English and mathematics and are well above average in science. The results have improved recently because of careful monitoring of pupils' progress, accurate matching of work to their capabilities and rapid intervention whenever problems are identified. The higher test results are lifting the aspirations of parents and children. In 2006, all of the school's targets were met and those agreed for this year and 2008 are very challenging and the school expects to meet them. The pupils are well prepared for the next phase of their education.

Pupils' personal development is excellent as is the provision for their care, support and guidance. Pupils' behaviour and attitudes are outstanding as is pupils' spiritual, moral, social and cultural development. Pupils are aware of how to live safely and healthily. The curriculum is good, meets pupils' needs effectively and has strengths in French, music and physical education. Staff are working to strengthen links between subjects in order to increase pupils' understanding of the relevance of learning different subjects. However, they are not making enough use of the pupils' information and communication technology (ICT) skills in these subjects and they are not using the school's first-rate system of monitoring pupils' progress in subjects other than English, mathematics and science to enhance learning. Very strong links with parents, the community and other local schools enrich pupils' learning. The school is a very caring place where children are safe and secure. The quality of support for those with learning difficulties and disabilities and the few learning English as an additional language is good. The way in which support is provided for pupils who are more able or talented is clearly identified and is very precisely tailored to their individual needs.

### What the school should do to improve further

- Extend the school's excellent system for the monitoring of pupils' progress, which has been so effective in English, mathematics and science, to all other subjects.
- Ensure that pupils apply their skills with computers in all other subjects.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Standards have improved since the last inspection and are above average. Children make good progress in the Foundation Stage and most of them reach the standards expected of children of their age by the time they join Year 1. In Key Stage 1, pupils' progress continues at a good rate. The results of the school's assessments show that an above average proportion of the Year 2 pupils reach the nationally expected standards in reading, writing and mathematics. In Key Stage 2, the rate of progress is even better. Standards have risen considerably over the last three years, showing better improvement than seen nationally. Standards at the end of Year 6 are currently above average in English and mathematics and are well above average in science. There is little difference in the attainment of boys and girls. Pupils make good progress in most other subjects, including information and communication technology. Pupils use ICT very successfully in English, mathematics and science and this has, in part, been responsible for the rise in standards. However, this is not extended to other subjects of the curriculum. Pupils with learning difficulties and disabilities make good progress and achieve well in relation to the targets in their individual education plans. The progress of the pupils who are learning English as an additional language, and also of the gifted and talented children is good overall. The speedy identification of slower progress or particular needs by any group or individual triggers a process of early intervention that helps to improve their achievement.

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

### **Grade: 1**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils of all ages greatly enjoy coming to school and are very proud of it and their achievements. Parents are pleased with the priority the school places on raising self-esteem and on promoting the pupils' extremely positive attitudes to learning. For example, pupils attend the 'catch up' club where they complete unfinished work, read to the end of a book or get help with homework. They do this, not because they are told to, but because they understand that it will help them to achieve well. The good personal, social and emotional development of children in the Reception class ensures that they settle quickly into main school routines. Raising self-belief is given a high priority. As a result, from this early age, pupils grow in confidence and mature into confident and responsible young citizens. A wealth of opportunities allows pupils to contribute to making their school community a brighter, happier and safer place in which to learn. Older pupils particularly enjoy taking on responsibilities around school. They take on these duties willingly and seriously, with much care and pride. They look after one another and say that they feel very safe in school. They are extremely clear about their responsibilities towards one another. They are proud of the way that they address issues such as bullying, as shown in a poem they wrote to show the importance of standing up for themselves and others. Attendance is good and has improved significantly since the last inspection. This is as a result of the effective monitoring of attendance by the staff.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Skilled, enthusiastic teaching makes a strong contribution to the standard of pupils' work and helps them to make good progress. Leaders and managers have achieved this high quality of provision as a result of the regular and meticulous checking of the quality of lessons. Staff accept rigorous monitoring as an integral part of the drive to raise standards and are keen to improve even further. Thorough planning, clear organisation and effective use of modern technology are all strong features of most English, mathematics and science lessons although pupils' ICT skills are not applied enough in other subjects. Pupils respond well to lively and stimulating activities, rise to the teachers' high expectations, and work hard. They say that they feel challenged to achieve more. Teachers plan lessons that build on what they know their pupils can already do, particularly in English and mathematics, and this accounts in great measure to the rapid rise in standards. The school's 'intensive writing challenge' is promoting high standards and tremendous pride in pupils' achievement. Very helpful marking of pupils' work shows them clearly how well they are doing and helps them to improve. The school has rightly acknowledged that they now need to put in place similar rigour into tracking and assessment in other subjects across the curriculum.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and meets the pupils' different needs and helps to ensure high standards. The identification of weaknesses in pupils' writing and subsequent intervention to boost standards are exemplary. Recent investment in new reading resources and in promoting a love of reading amongst pupils is given very high priority. Resources for ICT have been improved to good effect since the last inspection. Pupils' achievement in English, mathematics and science benefits well from the planned opportunities they have to develop their skills. Although pupils' skills in ICT are higher than they were, pupils do not yet have enough opportunities to apply and extend them in other subjects. There is a good range of activities planned to enrich the curriculum, especially in sport. The introduction of French, vocal tuition and more opportunities to discuss their work is making a good contribution to developing pupils' speaking and listening. The curriculum in the Foundation Stage is good and has a strong emphasis on literacy, numeracy and personal, social and emotional development.

### Care, guidance and support

#### Grade: 1

This aspect of the school's work is outstanding. All adults know the pupils extremely well. Parents appreciate the sense of family community and genuine care. Pupils show a great sense of kindness and respect for one another. Child protection procedures

and health and safety arrangements are in place. Pupils say that they feel safe and secure. Teachers use the information they collect from the monitoring of pupils' progress extremely well to identify those in need of extra help. Staff encourage pupils to believe that they can achieve their learning goals. Teaching assistants effectively support pupils who need extra help in their learning. The school works very effectively with families and external support agencies to ensure that the most vulnerable pupils receive the help they need to achieve well.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good with some outstanding features. The vision and drive of the headteacher are outstanding. The headteacher is highly committed to the school and the wider community. Her understanding of how the school can develop further is shared by the senior teacher and all of the staff. Teachers and governors know the school's strengths very well. They have identified areas for development and are resolved to bring about improvements to extend the curriculum with an appropriate degree of urgency. An intensive programme of monitoring and support has improved the quality of teaching and brought about the considerable rise in standards. As a direct result of the headteacher's charismatic leadership, aspirations have been raised throughout the school.

There is a good degree of delegated responsibility. The subject leaders manage their subjects well. Whilst maintaining established standards in English, mathematics and science they are aiming to raise standards in other ways; for example, through sporting, creative and reflective activities and their expectations and aspirations are high.

The training of governors and staff is exemplary. The skills of all adults are used to the maximum to benefit pupils' education. Finances are well managed. Governance is good. The governors have a very clear view of the school's strengths and why the headteacher's initiatives are successful. They are proud of what the headteacher and the staff have achieved and, with their help and support, the school is well placed to improve.

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## Inspection judgements

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

### Achievement and standards

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

### 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	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	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Springhead Primary School

Forty Steps

Anlaby

Hull

East Yorkshire

HU10 6TW

1 February 2007

Dear Pupils

Thank you for all your help when we came to your school. We enjoyed talking with you and sharing your excitement as you worked towards your targets in lessons. It was good to see how you and your teachers work together and get along so well. Springhead is a good school. You know that already because you told us so whenever you had a chance. It is getting better because each one of you is working to make sure that it does. You explained to us that you had a right to learn and do well and that you have a responsibility to make that possible for everyone in the school. You do not just say this; you prove that you do it. The way you set your own targets and tick off the steps to getting there really impressed us. Targets are your very own and are not just something that the teachers have thought about. You might find that your targets for English and mathematics extend to other subjects as teachers work to make all your work as good as it is in those subjects.

The way you come to school very regularly, always with a smile, shows that you enjoy your work and value what you are doing. Well done! Your attendance is so much better than it used to be. Keep it up! Watching you share with others in catch-up club and in the intensive writing activities also impressed us. You know this is good fun and helps you to do better in all your work. When you help the younger children to learn their multiplication tables or spellings, I know that you understand that you are helping yourselves as well.

One group of pupils told us that they could not think of any big improvements needed but they sometimes had to wait to use computers in some subjects. We think they are right. Your teachers agree and are already thinking of different ways to use computers in subjects like history, and design and technology.

You feel proud of your school with very good reason. Please accept our best wishes for an even more successful future.

Yours sincerely

Heather Evans

(Lead inspector)