

Spring Cottage Primary School

Inspection report

Unique Reference Number	117814
Local Authority	Kingston-upon-Hull
Inspection number	312709
Inspection date	14 May 2008
Reporting inspector	Kathryn Dodd

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	478
Appropriate authority	The governing body
Chair	Mr Terry Dunn
Headteacher	Mr William Moore
Date of previous school inspection	1 May 2004
School address	Dressay Grove Spring Cottage Estate Hull HU8 9JH
Telephone number	01482 794183
Fax number	01482 788823

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement, particularly in writing; the impact of the Nursery on children's achievement; the quality of the teaching and learning; the involvement of leaders, managers and governors in self-evaluation and monitoring. Evidence was gathered from the school's self-evaluation, nationally published assessment data, the school's records of pupils' progress, observations of lessons, break and assembly and the school's plans for further improvement. Discussions with pupils, parents, staff and governors were held and questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

Almost all of the pupils at this much larger than average school are from White British family backgrounds. The proportion of pupils entitled to free school meals is below average, as is the proportion with learning difficulties and/or disabilities. In September 2006, the school opened a Nursery and children now attend from the age of three.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Spring Cottage is an outstanding school, providing excellent value for money.

Pupils thrive in the very happy, warm and caring setting, so that they achieve exceptionally well both academically and in their personal development. Excellent partnerships, for example with parents and within the locality, help pupils to feel a keen sense of belonging to their school and to the local community and make them particularly eager to contribute positively to it. Consequently, the school enjoys a very good reputation. Parents are overwhelmingly supportive. They are confident that their children receive a 'brilliant start to their education' and many say that this reflects the total commitment and dedication of all the staff to their children's achievements and welfare.

Outstanding teaching and learning ensure that pupils of all ages, including those with learning difficulties and/or disabilities, make outstanding progress and reach standards that are significantly above average in reading, mathematics and science. Although standards in writing are above average they are not quite as high as the other subjects. Results of national tests and teachers' assessments at the end of Year 2 and Year 6 are impressive. They reveal that standards have been consistently significantly above average for several years. These very high standards are directly linked to the teachers' very high expectations of their pupils. This has led to the school exceeding its challenging targets. The teachers' infectious enthusiasm, meticulous planning of work and clear organisation, along with purposeful activities, make learning lively, fun and really stimulating. Skilful questioning keeps pupils on their toes. Teachers give pupils regular opportunities to assess how well they are getting on and to check what they have to do to achieve their individual targets. Teachers' guidance about presenting their work to a very high standard contributes very well to pupils' rapid learning gains and to their excellent attitudes.

The curriculum is outstanding. Staff review planned activities to be certain that they meet pupils' varying learning needs, including the needs of pupils with learning difficulties and/or disabilities. Recent adaptations to boost achievement in writing, for example, are already starting to pay dividends and pupils' progress is accelerating. Nevertheless, the school recognises that even more can be done to extend further pupils' opportunities for writing as part of their work in other subjects. Strong provision for music, art and design, sport and information and communication technology, along with outstanding enrichment through clubs, visits and visitors, contribute significantly to pupils' enjoyment and achievement.

Making sure that pupils are very safe and healthy and make a positive contribution to their community have high priority in the life of the school. This is evident in their

achievement of the Healthy Schools and Activemark awards. Safeguarding procedures are in place. The vast majority of pupils attend regularly. Although overall attendance is average, it is affected by the high proportion of family holidays taken during term time. The school works very hard to promote better attendance and to minimise any negative impact on pupils' progress. Pupils' growing confidence and maturity are seen in the ease with which they discuss their learning sensibly together and communicate with staff and visitors. They are especially respectful towards one another and behave extremely well. This reflects the outstanding care and warmth radiated from all staff who continually encourage pupils to achieve their best. It is no surprise that pupils say they feel so very happy and safe in school. Pupils' outstanding personal development and their high academic standards prepare them exceptionally well for the future.

A key factor in the school's success is the inspirational leadership of the headteacher and the very good support he receives from his deputy and the leadership team. In pursuit of excellence he is driven to provide a particularly high quality education which is purposeful and stimulating for pupils. All staff and governors share the headteacher's vision and strive to meet it with equal determination. Their professionalism, commitment and dedication make a significant contribution to the school's success. Rigorous analysis of the school's performance by leaders, managers and governors pinpoints improvement priorities swiftly and precisely. As a result, pupils' achievement is boosted where there is most need, for example, in writing. Actions are planned meticulously and their impact and success are monitored closely. No stone is left unturned when it comes to seeking further opportunities for helping pupils to achieve even more. Although modest in its self-evaluation, this is a school that knows itself particularly well. Since the previous inspection the school has gone from strength to strength, successfully building on its track record of consistently reaching very high standards. Capacity to continue to improve further is outstanding.

Effectiveness of the Foundation Stage

Grade: 1

When children join the Nursery class their skills are broadly typical for their age. The very warm and caring relationships between adults and children, along with the bright and lively learning environment both indoors and outside, ensure that children quickly develop a real thirst for learning and settle quickly into school routines. Children make outstanding progress and by the time they start Year 1 many are working beyond the level expected nationally for this age. Children's personal, social and emotional development is particularly well developed because adults make the most of every opportunity to help children to learn to get along well together and to talk about their learning. Consequently, children grow in confidence and behave very well. As a result of very careful curriculum adaptations, for example in literacy, children's achievement has recently improved. Teachers and support staff work together closely to assess children's progress. They record carefully their daily achievements and plan the future based on this knowledge. Consequently, learning builds effectively on what children can already do. The successful opening of the Nursery and the creation of a Foundation Stage unit are helping to prepare children for an even brighter future as they move into Year 1.

What the school should do to improve further

- Broaden opportunities for pupils to practise their writing skills in all subjects of the curriculum.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ 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

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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.

Annex A

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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

15 May 2008

Dear Pupils

Inspection of Spring Cottage Primary School, Kingston-upon-Hull, HU8 9JH

Thank you so much for the extremely warm welcome you gave me when I inspected your school. I thoroughly enjoyed being part of your school and you helped me to see why you enjoy it so very much. You were all extremely keen to talk to me and answered all my questions very thoughtfully. I particularly enjoyed joining in the Class 4 assembly, along with so many of your very proud parents. I was very impressed with just how much you know about the homes of people from the past. You get lots of chances to learn by taking part in exciting activities, both in and beyond school. All the adults care a great deal about you. They keep a very close eye on just how well you are getting on and this is helping them to find out very quickly exactly where you might be able to do even better. They give you lots of encouragement to do well and to grow in confidence. I was very impressed with how well you all look after one another, for example as playground buddies. I enjoyed hearing about all the chances you have to make your school a healthier, happier and safer place to learn. You are so very kind and caring and your behaviour is excellent. No wonder you feel so safe in your school.

Your parents told me just how pleased they are with your school. I agree with them. Your school is an outstanding school. You reach very high standards by Year 6. The rate at which you learn is very fast and it is now getting quicker in your writing. These very high standards and your brilliant attitudes to your learning are the reasons for you being so well prepared for secondary school. Even though the adults who work at your school know that you do really well in your learning, they still search for ways to improve. To help you further I have asked your school to carry out the plans they have to give you even more chances to practise the writing skills you learn in your literacy lessons in other subjects.

Best wishes to you all for a successful future, and to those pupils going on the trip to France in July, have a great time. I wish you 'Bon Voyage'!

Kathryn Dodd

Lead inspector