

Burnley Springfield Community Primary School

Inspection report

Unique Reference Number	133546
Local Authority	Lancashire
Inspection number	316146
Inspection dates	2–3 July 2008
Reporting inspector	Jonathan Sutcliffe

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	4–11
Gender of pupils	Mixed
Number on roll	
School	131
Appropriate authority	The governing body
Chair	Mrs Ruth Donnachie
Headteacher	Mrs Anne Wells
Date of previous school inspection	1 November 2004
School address	Oxford Road Burnley Lancashire BB11 3HP
Telephone number	01282 437277
Fax number	01282 441286

Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Springfield Community Primary is smaller than average. It serves an area of very high economic hardship close to the centre of Burnley. The proportion of pupils eligible for free school meals is well above average, as is the proportion of pupils with learning difficulties and/or disabilities. Almost all the pupils are from White British backgrounds. The school has a higher number of pupils than usual who join or leave the school during the school year. The school has a Hearing Impaired Unit for up to 12 primary age pupils. Pupils come to the unit from Burnley and the surrounding area.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Springfield Community Primary School provides a satisfactory education. It has several good features, and there has been recent improvement in the pupils' progress and achievement. As they move through the school, satisfactory teaching ensures that most pupils make satisfactory progress from their often very low starting points. Standards, particularly in reading and mathematics, are improving and, although below average, are moving closer to the national levels. Progress in writing and science, particularly in Key Stage 2, is slower and standards remain well below average. Teachers' expectations are not always high enough and a small minority of pupils do not do as well as they should. Additional guidance and support to improve the quality of teaching and learning are having a positive impact this year. As a result, more pupils are making their expected progress. Pupils with learning difficulties and/or disabilities, and those whose first language is not English are well supported and they make satisfactory and often good progress. Provision for children in the Hearing Impaired Unit is good and has improved significantly since the school was last inspected. The pupils' individual needs are met effectively. They are well cared for and are fully involved in school life. Consequently, they make good progress.

The school provides a haven of calm and parents value the school highly. They are right when they say their children are well looked after. As one parent wrote, 'Adults are wonderfully helpful and caring'. The pupils' good personal development results from the high levels of care, support and guidance they receive. All staff promote pupils' safety and well-being, and pupils reflect this by showing care and consideration for each other. They have positive attitudes to learning and their behaviour is good. Pupils' attendance is below average but improving. They gain a good understanding of how to make sensible choices and understand how to keep safe. Pupils are interested in their work because the good, well planned curriculum is enriched by additional activities that extend their experiences and skills. There is good provision for pupils to acquire skills in information and communication technology (ICT). However, pupils have limited opportunities to develop their writing skills across the curriculum.

Leadership and management are satisfactory. The headteacher, together with a committed staff, has been successful in promoting the 'family atmosphere' at the school, an ethos which is highly valued by the parents. The school's self-evaluation is satisfactory. There is good emphasis on raising standards and achievement is improving. However, standards and achievement in writing and science are still not as high as they should be because work is not demanding enough for all groups of pupils. The school demonstrates satisfactory capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 3

The overall effectiveness of the Foundation stage is satisfactory. Most children enter Reception with skills and experiences that are well below the expected levels. They make satisfactory progress in all areas of learning, although standards remain considerably lower than those found nationally by the start of Year 1. Teaching is satisfactory, with consistently high expectations of children's social development. Their personal development and care are good because the staff nurture them well and give them a secure start. Adults are kind and sensitive; they ensure that children settle quickly and soon develop independence. Adults assess children's progress thoroughly by making detailed ongoing observations of learning. Resources are used well to

provide the children with a stimulating curriculum. They thoroughly enjoy their work and collaborate well with one another. The good outdoor play facilities are used well to develop physical skills.

What the school should do to improve further

- Improve the achievement and standards of pupils throughout the school, but particularly in Key Stage 2 in writing and science.
- Ensure that teachers' expectations are consistently high and that work meets the needs of all pupils effectively.

A small proportion of the schools whose overall performance is judged satisfactory but which have areas of underperformance will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and standards are below average. Progress is satisfactory and improving in Key Stage 1. Unvalidated results from the 2008 national tests show standards in reading and mathematics to be below average but improving gradually from being well below average in 2004. Although standards in writing remain well below average, the work in pupils' books shows that better teaching is resulting in higher standards.

Convincing evidence seen during the inspection also shows standards in Years 3 to 6 are rising, particularly in reading and mathematics. The indications are that pupils are on track to reach the targets set for them and that achievement is satisfactory. In some year groups, progress in writing and science is slower and standards remain well below average. Additional support and guidance for pupils, together with improved tracking of pupils' progress are beginning to raise standards. However, these initiatives are relatively recent and the school rightly recognises that further improvements need to be made to ensure all pupils achieve their potential.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils behave well, work hard and are keen to learn. They are happy to come to school and feel safe and secure. Attendance is below average but it is improving and the school is working hard to address this issue. Throughout the school, pupils' good spiritual, moral, social and cultural development is helping them to acquire a firm sense of right and wrong, to take responsibility and to acquire self-confidence. The introduction of a commercial scheme to promote social and emotional development is also having a positive effect. There is a school council with representatives from each class who discuss suggestions from their classmates. Some of these have been implemented, for instance in reorganising play equipment. The school promotes healthy eating well and pupils talk confidently how healthy food and exercise helps their concentration and energy. Regular visits to Burnley Football Club are focused not only on physical development but also on further improving their skills in literacy and numeracy. Pupils know how to keep safe. They contribute to the community through charitable fundraising. They make satisfactory progress in developing key skills required to prepare them for their future education and working life.

Quality of provision

Teaching and learning

Grade: 3

Although satisfactory overall, teaching has some emerging strengths as a result of support from external agencies and senior managers. Teachers have good subject knowledge and are becoming better at using questioning to improve pupils' speaking and listening skills. They use ICT effectively to promote learning in many subjects and use interactive whiteboards well to provide a focus for pupils to understand what they are expected to learn. Marking is good and the monitoring of pupils' progress is becoming increasingly thorough. However, not enough use is being made of this information to check that the work meets pupils' needs, especially in writing and science. Most pupils are given homework to further their learning but this practice is not consistently applied across all classes. Teachers get on well with pupils and manage lessons effectively. Pupils with learning difficulties and/disabilities make the same progress as others in most lessons, except when they are taught in small groups when their needs are met more effectively. In the Hearing Impaired Unit, the adults plan work that builds well on pupils' starting points and needs, ensuring that skills improve quickly.

Curriculum and other activities

Grade: 2

Curriculum provision is good and meets statutory requirements. Progression throughout the school is being developed by subject leaders. Overall curriculum planning is informed by assessment of pupils' progress. A strong focus on English and mathematics is beginning to raise standards. Extra support is provided to raise standards for pupils whose assessment records show that they need greater support or challenge. The use of ICT, especially interactive whiteboards, has a positive effect on pupils' enjoyment and learning in all subjects. However, there is too little planning for reinforcement or extension of their literacy skills across all curriculum subjects. Enrichment of the curriculum is good and helps to provide pupils with a wide range of experiences outside lessons. Creativity is fostered very imaginatively through art and music, and after school clubs are popular and successful. There are a good number of visits and visitors including a residential trip for Year 6. These activities are greatly enjoyed and have a good effect on pupils' personal development by helping them learn together.

Care, guidance and support

Grade: 2

This is a very caring school where all adults give good pastoral support. Consequently, pupils say they know who to talk to if they have a worry. The learning mentor plays a key role in providing outstanding help to pupils who find school or home life difficult. A well attended breakfast club gives a good start to the day for many pupils. Arrangements for safeguarding, child protection and risk assessment are in place and the school has a thorough approach to medical care. Bullying and racist incidents are rare, and parents and pupils confirm this. The pupils' academic progress is now being tracked more carefully and measures to help pupils improve their achievement have been introduced. Pupils are beginning to be aware of the targets they have to improve their work, although systems are not yet wholly effective across the school. The school works closely with parents and external agencies to provide the best possible support for pupils. Arrangements to help pupils settle into the school are good.

Leadership and management

Grade: 3

The headteacher has a clear vision for a caring community in which every child is important. Together with the leadership team, she has successfully created a positive climate for learning and brought about a drive for continual improvement. As a result, pupils' personal development, care and support are good and the pupils' achievement is now improving. Accurate evaluation of the school's weaknesses and clear priorities for improvement have led to an upward trend, particularly in mathematics and reading. However, there is still work to do to improve standards and achievement further in writing and science. Leadership and management are satisfactory rather than good because standards have not yet been raised enough. Subject leaders manage their areas satisfactorily. Some are new in post and are aware of the need to develop their skills of self-evaluation further. Governors have an accurate view of the strengths and areas for development; they provide enthusiastic support and are satisfactorily holding the school to account for its actions. Plans for improvement have helped move the school forward since the last inspection. For example, the Hearing Impaired Unit now integrates well with the rest of the school and the plans to improve pupils' attendance have had a positive impact. Parents are overwhelmingly positive about the school and many make a good contribution towards their child's learning. One parent said, 'I've never had a day when my child doesn't want to come to school.'

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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?	3
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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

5 July 2008

Dear Pupils

Inspection of Burnley Springfield Community Primary School, Lancashire, BB11 3HP

As you know I visited your school recently to find out how well you are doing. Thank you for looking after me and making me feel welcome. Thank you also for talking to me about your school, the work you have done and how much you enjoy coming to school. This letter is to tell you what I found. Your school is providing you with a satisfactory education. Teaching is satisfactory, as is your progress through the school. The standards of your work are below average but are improving, because of the work done by your headteacher and the staff, and you.

What I liked about your school:

- You are very polite and friendly.
- You get on well with each other and the adults in the school.
- Your attendance is getting better; you behave well and enjoy all aspects of school.
- All the adults in the school look after you very well and encourage you to make sensible choices about keeping fit and healthy.
- You have good opportunities to do well in ICT and art.
- You have lots of visits, extra activities and clubs that make learning fun and give you new skills and experiences.

Many of you do well but some of you could do even better. In order to help, I have asked the school to make sure your teachers give you work that is always challenging, particularly in writing and in science.

I thoroughly enjoyed listening to you and watching you learn. I wish you all well in the future.

Yours sincerely

Jonathan Sutcliffe

Lead inspector