

# Springvale Primary School

## Inspection report

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<b>Unique Reference Number</b>	106587
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	324428
<b>Inspection dates</b>	5–6 February 2009
<b>Reporting inspector</b>	Adrian Francis

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	238
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Fletcher
<b>Headteacher</b>	Mrs H Smith
<b>Date of previous school inspection</b>	30 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Sheffield Road Penistone Sheffield South Yorkshire S36 6HJ
<b>Telephone number</b>	01226 763133
<b>Fax number</b>	-

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average-sized primary school is situated in a mixed socio-economic area. The majority of its pupils are of White British heritage and there are no pupils learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The proportion of pupils known to be eligible for free school meals is below average. This figure does not reflect the degree of socio-economic disadvantage in the area the school serves. The school has received a Healthy Schools award and the Activemark award.

## 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. The school is an important part of the local community and is highly thought of by parents. Pupils' personal development is outstanding and they grow in confidence and maturity by the time they leave the school. The school's attention to raising pupils' self-esteem and reinforcing the value of teamwork does much to support their all-round development. Strong vision and leadership by the headteacher and senior staff has created a clear and accurate understanding of the school's position, leading to effective procedures to build further on the pupils' good achievement.

Achievement is good. Children enter Nursery with skills that are below those expected for their age and make good progress by the end of Reception. Progress in Years 1 and 2 is satisfactory and inspection evidence indicates standards are broadly average in the current Year 2. By the time pupils leave Year 6 standards are slightly above average and this represents good progress in Years 3 to 6.

The school is very welcoming. Pupils are friendly, polite and are eager to tell visitors all about their school and their learning. The school council takes its role seriously and this has had positive benefits around the school, for example, in the provision of new playground equipment. Behaviour in lessons and around the school is excellent and pupils are clear about how safe they feel in their school. A typical comment from pupils is that, 'School is great because we are safe and encouraged to be healthy'. The school's Activemark and Healthy School awards reflect this awareness of the need to be healthy, with pupils' excellent relationships with staff reinforcing this healthy outlook on life. Pupils make a very positive contribution to the school and the wider community, demonstrated by their link with Penistone Partnership's work on community use in the Springvale locality. Pupils are articulate and express themselves clearly and have an excellent awareness of their rights and responsibilities. This was demonstrated when pupils liaised with the local council to have a footpath cleared.

The quality of teaching and learning is good. It is better in Years 3 to 6, leading to pupils' good progress. In Years 1 and 2 teaching and learning is satisfactory; pupils are not always aware of the learning objectives and do not know what is expected of them. Staff take advantage of the range of professional development opportunities available to them and have a focus on raising standards. Teachers usually plan lessons well, manage their classes very well and lessons are pitched so that pupils of all abilities benefit. Pupils' responses are very positive and pupils are well motivated, enabling them to learn effectively.

The care that the school takes over pupils' welfare is outstanding. The links with external agencies are first class and the school's provision for pupils' social and emotional needs is a strength. Individual pupils are well supported by all staff, as well as by fellow pupils, to overcome any difficulties they may have. Discussion in circle time, for example, provides valuable opportunities for pupils and staff to share important aspects such as safety and friendship. The marking of pupils' work is thorough and pupils are given good advice about how well they are doing and what they need to do to improve their work further and to reach their targets.

Leadership and management are good. The headteacher and senior staff have a clear focus on the priorities to improve the school further and they are well supported by a knowledgeable and enthusiastic governing body. Data is used well to set challenging targets for improvement. The school's evaluation of its performance is accurate, although the impact of new initiatives in the curriculum has not been evaluated fully to judge its impact on raising achievement. In

view of the carefully targeted actions since the last inspection and its clear determination to raise achievement and improve standards, the school has a good capacity for future improvement. The school provides good value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children make good progress in the Early Years Foundation Stage. This good progress is underpinned by the very positive relationships and the attention staff give to detail to meet children's individual needs. Entry levels are below those expected for children of this age and by the time they leave Reception children's skills are broadly in line with expected levels. Children do particularly well in calculations. Their emotional and personal development is outstanding. Children who have specific learning needs are well catered for and their achievement is as good as that of their peers. The strong emphasis on teaching children the links between letters and the sounds they represent gives children a solid start in early reading and writing. Children speak confidently and willingly share their opinions, and enter into purposeful play with each other and with staff and visitors. For example, children and staff made the most of the snowy conditions and were engrossed in making patterns and animal prints in the snow before finally discussing their learning inside on the carpet. Leadership and management are good. As a result, the staff work very closely together, making regular assessments of children's achievements and using these very effectively to plan next steps in learning and to provide additional support for those who need it. Outdoor learning complements learning indoors and plans are in place to develop the outdoor provision further this year. Regard for children's welfare is exceptionally good because the staff have a very close knowledge of the children and their families.

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

- Improve teaching and learning to improve the rate of progress in Years 1 and 2.
- Evaluate fully the impact of new initiatives in the curriculum to measure their impact on pupils' achievement and standards.

## **Achievement and standards**

### **Grade: 2**

Achievement is good overall. Following the good start they make in the Early Years Foundation Stage, pupils' progress slows over the course of Key Stage 1 to satisfactory before picking up again over Key Stage 2. Provisional results for 2008 and evidence gathered during the inspection show that pupils are making good progress in Key Stage 2 to reach standards which are slightly above average by the time they leave the school, a trend that has continued for the past three years. A focus on writing since the last inspection has led to improved results. Standards are higher in reading and writing than they are in mathematics by the time pupils leave the school, although early indications are that the current focus on mathematics is having positive benefits on pupils' attainment. Ambitious targets have been set for pupils currently in Year 6 and inspection evidence shows that there are signs in pupils' work and in lessons which indicate that these targets are attainable. Pupils' speaking and listening skills are particularly well developed throughout the school as a result of the wide range of opportunities provided by the staff. Pupils with learning difficulties and/or disabilities also make good progress because of the well-focused and skilled support they receive over the course of Key Stage 2.

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

### **Grade: 1**

Pupils' personal development and well-being, including their spiritual, moral and social development, are outstanding. Their behaviour is excellent and they enjoy school immensely. The relationships throughout the school are a major contributory factor to the quality of pupils' development, with staff and pupils working very effectively together. Pupils feel safe in school and they appreciate the emphasis on staying healthy and keeping fit. Attendance is excellent and pupils show a pride in their thriving school community, demonstrated by the importance given to the role of school councillor. Pupils raise money for a range of charities, including running a fair trade café where they gain an understanding of a business and economic framework. They enjoy the many sporting and musical events that take place and look forward to the opportunity of representing their school. Pupils involve themselves in the local community, including having the school's African choir singing at the Mayor's civic service and a visit to the town hall by the Year 6 pupils. Pupils learn about different religions and cultures within the curriculum and also in clubs and have a very well-developed understanding and knowledge about being part of a wider community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching has a good influence on pupils' learning and in most lessons pupils work enthusiastically on their tasks. Pupils say that lessons are interesting and fun and they enjoy working in pairs and in groups on tasks and projects. Teaching is often characterised by good pace and high expectations of work and behaviour, and where pupils are given some responsibility for their own learning. In the best lessons pupils of all abilities are stretched and work hard, with the teachers having a sharp focus on the aim of the lesson. Older pupils combined literacy and history to great effect when they filmed short sequences of life in ancient Greece and discussed the making of a film. The assessment of pupils' learning is mostly thorough and accurate and is used well to help plan new learning. In Key Stage 1 teaching is satisfactory overall rather than good. In these lessons pupils reach their goals but the slower pace does not challenge them sufficiently. Support staff are used very well to develop pupils' learning, particularly when working on targeted programmes of work and this is one of the reasons why pupils with learning difficulties and/or difficulties make good progress.

### **Curriculum and other activities**

#### **Grade: 2**

The school's good quality curriculum stimulates enjoyment and inspires learning, resulting in pupils who are engaged in their work and are well motivated. Many aspects of literacy and numeracy are being developed through work in other subjects, exemplified by pupils' very good speaking and listening skills, high quality work in information and communication technology (ICT) and the use of writing for a wide range of purposes. Recent moves towards developing a more creative curriculum aim to make learning more effective for all pupils but the impact of this has not been evaluated. There are many initiatives in operation in the school that provide a broad curriculum, including Leaders in Learning, a Healthy Lifestyles programme, Spanish lessons, a brass band and African singing lessons. These all contribute to making the curriculum interesting and relevant, with provision for sporting and musical activities being strengths of

the school. There are yearly residential visits for pupils in Year 5 and Year 6 and regular clubs which utilise school staff and visitors. There is a whole-school programme in place to support pupils' personal, social and health education.

## **Care, guidance and support**

### **Grade: 1**

The outstanding care and support for pupils provide an ethos in which learning is valued and the pupils are settled. Parents greatly appreciate the atmosphere created by the school, particularly in the Early Years Foundation Stage. A typical parental comment is, 'The patient and dedicated staff have helped my child to come on in leaps and bounds.' Pastoral care systems are well developed and the school's welcoming and caring environment plays a major part in setting the tone for learning. Arrangements to safeguard the pupils and ensure their safety are fully in place. Attendance levels are high as the school strives to forge even stronger relationships with parents and to involve them at the earliest opportunity. Guidance for pupils on how to improve their work is good. Learning in lessons is prompted by clearly explained intentions and this is followed up by positive marking of pupils' work. Activities such as the mathematics club for older pupils are well received, often with a 100% attendance rate and very positive comments from pupils about how much they enjoy the chance to have extra help. Pupils with learning difficulties and/or disabilities are well supported in class and this enables them to make similar progress to their peers.

## **Leadership and management**

### **Grade: 2**

Good leadership and management have improved the school since the last inspection. The headteacher uses her wealth of experience to ensure that her vision for the school is shared by staff and governors. The leadership team provides strong support and this theme of teamwork runs through the school, with morale being high and all staff having a shared sense of responsibility for pupils and their learning. The well-coordinated programme of staff development continues to improve staff skills and expertise, being carefully targeted at areas within the school's development plan. An example of this is the improvement made in the standard of pupils' writing. The school's leadership effectively monitors and evaluates the impact of staff development. The exciting curriculum developments that are underway have not been evaluated to ensure they are having an impact on pupils' achievement. The school's contribution to community cohesion is good and the school teaches pupils to accept equality and diversity, understand each other and work together. The school is an important part of the local community and courses for local people are held in school. The governing body carries out its duties well. In partnership with the leadership team the governors have identified where developments are needed and have appropriate plans in place to develop the school's provision.

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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?	2
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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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?	1

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Springvale Primary School, Sheffield, S36 6HJ

I am writing to thank you for being friendly and helpful when my colleague and I visited your school recently. We enjoyed our visit very much. I would like to share with you what we found out.

You go to a good school. We were really pleased with your excellent behaviour, the lovely welcome that you gave us and the way you get on so well with each other and with adults. Many of you told us how much you enjoy school and the learning that takes place. You say you feel very safe and that the school looks after you well. You work hard in lessons and the work and progress of most of you has improved as a result. The children in the Early Years Foundation Stage make good progress. Your school council works hard to make your school an even better place for you to learn and have fun and you work very well together in teams. You like to take part in the very wide range of activities and clubs that your school provides and you are proud of your school's achievements, such as the Activemark and the Healthy Schools awards. The staff and governors want you to do as well as you can and they are working very hard to make your school even better.

We would like you to do even better with your work and so we have suggested two things that will help. We would like the school to improve the progress of pupils in Years 1 and 2. Also, we feel that the staff and governors need to carefully check whether the changes being made to your curriculum are having a positive effect on how well you do in your work. You can help by continuing to try your best and letting your teachers know what you think about the new curriculum. Everyone at Springvale Primary School wants the very best for you and for you to do as well as you can.