

Spindle Point Primary School

Inspection report

Unique Reference Number	105196
Local Authority	Bolton
Inspection number	336445
Inspection dates	22–23 June 2010
Reporting inspector	Pritiben Patel

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 of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Cllr Derek Burrows
Headteacher	Mrs Susan Johnson
Date of previous school inspection	11 September 2006
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Introduction

This inspection was carried out by three additional inspectors. They observed 10 lessons taught by eight different teachers. A learning walk was also undertaken where different lessons were visited for specific inspection trails. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at a range of documentation particularly relating to pupils' progress, pupils' work in books, as well as the school's planning information. Questionnaires completed by pupils, staff and 67 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the progress for more-able pupils and those with special educational needs and/or disabilities has improved by the end of Year 2
- whether attainment in mathematics and science is continuing to be high
- how well assessment information is used to support learning, and if pupils are clear about what they need to do next to improve their work
- the impact of leaders at all levels on pupils' progress
- the quality of learning in the Early Years Foundation Stage.

Information about the school

This is an average size primary school. Most pupils are from White British backgrounds and a small minority are of Black British origin. More pupils than is usually found are known to be eligible to free school meals. The proportion of pupils with special educational needs and/or disabilities is below average, but an average proportion has a statement of special needs. The school is currently experiencing significant changes in staff. It has attained a range of awards for different aspects of its work including the Healthy Schools Award. The Early Years Foundation Stage provision consists of a Nursery and a Reception class. The school has a breakfast club and after-school provision on site which is managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

Spindle Point is an outstanding school. Pupils' attainment is high and the level of care all staff provide for the pupils is excellent. One parent's comment, 'this is a school that really cares about its pupils,' reflects the views of many others. Every child matters here and the pupils feel very safe and confident to share any concerns that they might have with a member of staff.

Outstanding curricular provision is enabling pupils to understand and adopt healthy lifestyles through special weeks such as 'Healthy Eating Week', where pupils learn about balanced diets and personal hygiene. One-to-one tuition programmes to develop pupils' basic skills are contributing extremely well to their high attainment by the end of Year 6. This, along with their mature attitudes, ensures that they are very well prepared for going to secondary school.

Inspection evidence supports the school's judgement that the quality of teaching is good. Teachers have good subject knowledge, explain learning intentions well to pupils and, as a result, pupils know what it is they are learning. Teachers use assessment information effectively to plan activities to meet the different abilities of pupils. However, occasionally these are not always focused sharply enough in order to challenge all ability groups consistently. Teachers' marking is helpful in developing pupils' understanding of their next steps for improvement.

Good teaching enables pupils to make good progress. Most children enter the Nursery with the expected skills for their age. They get off to a good start and by the time they leave the Reception class some are working securely within the early learning goals and many have exceeded expectations. Due to better assessment in areas such as reading, and targeted support for individuals, pupils are now making good progress in Key Stage 1 and attaining standards just above average by the end of Year 2. The school's assessment information shows that progress for both the more able pupils and those with special educational needs and/or disabilities is improving. Attainment by the end of Year 6 remains high, with standards in mathematics and science now as embedded as those consistently achieved in English.

This school has moved from satisfactory to outstanding due to strong leadership. The headteacher continues to do a sterling job in the absence of key staff and significant, continuing, staff change at all levels. Leaders evaluate their work rigorously and, as a result, capacity to move forward is good, despite the current staffing upheavals. Staff are highly supportive of each other, and parents and carers recognise the commitment of staff to the school. This is exemplified well in one parent's comment that the 'staff are a credit to the school'.

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What does the school need to do to improve further?

- Improve the quality of teaching and learning from good to outstanding, by:
 - ensuring that the learning activities set consistently match the different abilities of pupils.

Outcomes for individuals and groups of pupils

1

Pupils enjoy school very much. This can be seen in their eagerness to answer questions in lessons, as well as in their above average attendance and good behaviour. Pupils feel valued by staff. They have positive attitudes to learning and want to do well. For example, they willingly stay for their extra one-to-one support lessons after school, which are helping them to attain well above average standards at the end of Year 6. Pupils with special educational needs and/or disabilities make good progress in line with their peers because their specific needs are quickly identified and plans are put in place to meet those needs.

Pupils have an excellent understanding about how to keep themselves safe and know about the effects of alcohol and smoking on health. They conduct themselves in a very safe manner in and around school and say they feel very confident that any problem they have will be sorted for them. Pupils' adoption of healthy lifestyles is outstanding, as recognised by the achievement of the Healthy Schools Award. They readily drink water throughout the day, participate in physical activities at break and lunchtimes and know why it is important to bring healthy packed lunches.

The contribution that pupils make to both their school and local community is good. For example, through the school council, older pupils help the younger pupils with reading and the older pupils help to run the school office at lunch times. The Eco Warriors help to keep the local area tidy by picking up litter. Pupils participate in school productions and class assemblies for parents, carers and the local community. Younger pupils have fewer opportunities to take on responsibilities.

Pupils' social, moral, spiritual and cultural development is good. Their relationships with each other and their teachers are very positive. They have a good understanding of the difference between right and wrong. Events, such as Around the World Day, help to promote pupils' understanding of different cultures, but they seldom learn about others' experiences at first hand.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In the best lessons, there is: swift pace which keeps pupils interested and motivated, good open questioning which enhances learning, and class management which enables lessons to run smoothly. Teachers have high expectations of pupils' behaviour and, as a result, they respond well. Assessments of pupils' work are regular and systematic. Teachers have a good understanding of the different abilities of pupils within their classes and plan accordingly. However, occasionally the activities do not meet these needs closely enough to ensure that all pupils are consistently challenged.

The strong curricular provision impacts extremely well on pupils' enjoyment of school. Music is a strong feature. For example, all Year 5 pupils are learning to play the clarinet. Pupils experience a wide range of enrichment opportunities, such as working as teams in Year 6 to design a costume for a superhero. Elsewhere, pupils in Year 4 made a cardboard design of the rainforest and used this to develop their language skills. An excellent range of extra-curricular activities such as dancing feet, football and rounders has an outstanding impact on pupils' adoption of healthy lifestyles. A diverse range of visits to museums, residential visits and visitors, such as one demonstrating Samba drumming, brings learning to life. Information and communication technology is taught throughout the curriculum so that, for example, pupils in Year 3 put together an animation about wildlife in Brazil. The individual programmes to develop basic skills impact extremely well on pupils' high attainment.

The care, guidance and support pupils receive is outstanding. Staff work hard to include all pupils in classroom activities. Pupils with special educational needs and/or disabilities have specific targets to help them to improve their work and their individual learning

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plans are regularly reviewed. This enables them to make good progress in line with their peers. The school has developed strong links with other agencies to help meet the individual needs of pupils. Transition and induction procedures are secure. A whole-school induction day is held so that all pupils can experience their new class before they join it in September.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders successfully strive to improve all aspects of the school. As a result, the school development plan is detailed and identifies accurately the key priorities for improvement. The ambition of senior leaders is strong and this can be seen, for example, in the way in which the quality of teaching and learning has moved from satisfactory to good and is strengthening even further, through regular monitoring. Equality of opportunity is good. Leaders track the individual performance of key groups, identifying where provision needs adjusting. For example, the more practical curriculum now in place is helping boys in Key Stage 2 to make similar progress to the girls.

The governing body is highly skilled and is involved well within the school. Governors contribute to the school's self-evaluation and staff recruitment and have links with each class. The school takes the safeguarding of pupils seriously and arrangements are good. All staff have appropriate checks and visitors wear badges so that they can be identified. Partnerships with parents and carers are good. They are represented well on the governing body, are consulted on matters such as the format of school reports and are kept informed through newsletters. Partnerships with a variety of external partners, such as sports coaches and road safety personnel help to deliver outstanding outcomes. Leaders have carried out an audit and are developing a plan of action to support the promotion of community cohesion. The school's work, including its recently developed links with a school in China, has been rewarded, as it has attained the 'International Award'.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children generally enter the Nursery with expected skills for their age but with some variation. Their skills in areas such as communication, language and literacy are less strong than in the other areas. They make good progress, so that by the time they leave the Reception class most children are working securely within the early learning goals and many have exceeded expectations. This is due to good quality teaching and learning. Adults are deployed well and they make good assessments whilst children are involved in their learning experiences, which are used to plan individuals' next steps. Learning Journeys are used well to evidence children's progress.

Children behave well and relationships between adults and the children are good. Staff make home visits for all children joining the Nursery which help them settle swiftly. Adults are encouraging and listen carefully to what children say. This has a good impact on children's self-esteem and willingness to try new activities. Children are encouraged to become independent and take on responsibilities such as self-registering. A range of activities both outdoors and indoors promotes children's interest as well as developing their team work skills. There are good opportunities for children to develop their speaking and listening skills.

Senior leaders recognise that staff in the Nursery and Reception classes do not yet work closely enough together, for example, on joint planning to ensure that there is seamless transition and are working to improve this. Parents and carers are kept informed about their children's progress and the school has plans in place to further improve these links.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers are very happy with the school. They particularly praise the safety of pupils, how well they are helped to adopt healthy lifestyles and pupils' enjoyment of school. A few parents and carers felt that the school does not take account of their suggestions. Inspection evidence did not find this to be the case, for example, the school consults parents about the format of pupils' reports. A few parents and carers also felt that the school did not deal effectively with unacceptable behaviour. The inspectors found that clear procedures are in place to deal with occasional incidences of inappropriate behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Spindle Point Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	55	30	45	0	0	0	0
The school keeps my child safe	43	64	23	34	1	1	0	0
The school informs me about my child's progress	26	39	37	55	2	3	0	0
My child is making enough progress at this school	33	49	28	42	2	3	2	3
The teaching is good at this school	34	51	28	42	3	4	0	0
The school helps me to support my child's learning	31	46	32	48	3	4	1	1
The school helps my child to have a healthy lifestyle	37	55	27	40	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	45	31	46	1	1	0	0
The school meets my child's particular needs	34	51	29	43	0	0	2	3
The school deals effectively with unacceptable behaviour	24	36	34	51	4	6	2	3
The school takes account of my suggestions and concerns	25	37	32	48	4	6	2	3
The school is led and managed effectively	26	39	36	54	4	6	1	1
Overall, I am happy with my child's experience at this school	37	55	26	39	4	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 June 2010

Dear Pupils

Inspection of Spindle Point Primary School, Bolton, BL4 8SE

On behalf of the inspectors, I would like to thank you all for helping us when we came to find out how well you are getting on. We enjoyed visiting your lessons and talking to some of you. We agree with you and your parents and carers that Spindle Point is an outstanding school for the following reasons.

Children in the Nursery and Reception classes get off to a flying start. You make good progress and attain well above average standards by the end of Year 6. Teachers make clear to you what you are learning and this helps you to focus. Teachers ask you a good range of questions which make you think! They mark your work well and tell you what you need to do to improve. The curriculum is outstanding and you all enjoy school very much. You have an exciting range of activities. For example, Year 6 design superhero costumes and Year 4 make models of the rainforest out of cardboard!

Staff provide an outstanding level of care for you. Those of you with extra needs receive really good support from adults too. In turn you behave well, respect each other and are polite. Your headteacher, teachers and support staff work very hard.

Even in an outstanding school like yours there are things that can be improved. We have asked your teachers that when they set you activities to do in lessons they make sure that they are the right activities for you and get you to think even harder!

I wish you all the very best in your futures!

Yours sincerely,

Mrs Pritiben Patel

Lead Inspector

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