

Spring Bank Primary School

Inspection report

Unique Reference Number	107890
Local Authority	Leeds
Inspection number	336972
Inspection dates	3–4 March 2010
Reporting inspector	Carmen Markham

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 of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Ms Ros Morton
Headteacher	Mr Michael Brawley
Date of previous school inspection	22 March 2007
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and observed the eight teachers working in school during the inspection, including the headteacher. They spent 65% of their time speaking to pupils about their learning and looking at learning in lessons and in pupils' books. The inspectors held meetings with governors, staff and groups of pupils and spoke informally to parents. They observed the school's work and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to 97 parental questionnaires, together with responses to pupil and staff questionnaires, were also scrutinised.

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

- how well the provision in Reception meets the needs of all pupils and provides a good foundation for future learning and well-being
- whether progress is sufficiently strong in all aspects of English and mathematics and, in particular, in writing
- the accuracy of school self-evaluation in relation to Every Child Matters and spiritual, moral, social and cultural outcomes
- whether there are any barriers to the effective learning of all groups of pupils
- the effectiveness of the governing body in supporting school self-evaluation and development planning.

Information about the school

The school is a little smaller than the average primary school. The percentage of pupils known to be eligible for free school meals is just above the national average. Almost half the pupils are from a variety of minority ethnic groups; the proportion who speak English as an additional language is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is below average. A before- and after-school play scheme is offered on site by a private provider. This is inspected separately. The school holds a number of awards, including the Inclusion Chartermark, Healthy Schools Advanced Standard, Activemark Gold and the Stephen Lawrence Standard Level 2.

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?

2

The school's capacity for sustained improvement

2

Main findings

Spring Bank Primary is a good school that has rapidly improved since its previous inspection. The outcomes for pupils are outstanding and the school achieves excellent value for money. By the end of Year 6, standards are above average and progress is good. Pupils' behaviour is exemplary and their spiritual, moral, social and cultural development is outstanding. They make excellent choices in relation to their safety, and that of others, and are very committed to adopting a healthy lifestyle.

The leadership team has a strong vision for an inclusive, safe and harmonious school and this is shared very effectively with teachers and teaching assistants. Therefore, safeguarding, the promotion of community cohesion and equality of opportunity are outstanding. The school has ensured that the learning needs of all pupils are met very effectively and that they all have access to the full school curriculum. Improvement to the school's evaluation of its performance, rigorous action planning and the effective professional development of staff have all contributed to significant improvement in standards and positive outcomes for pupils. This illustrates well the good capacity that the school has to improve further.

The overall effectiveness of the Reception class is outstanding and this provides an excellent foundation for the future success and well-being of pupils in their journey through school. Improvements to the quality of teaching and the curriculum in Key Stages 1 and 2 have accelerated the progress of pupils. Teaching is never less than good and sometimes it is outstanding. Teachers monitor and track the progress of pupils well and make good use of the evidence to identify pupils who require additional support. However, teachers are sometimes limited in their efforts to promote learning by some underdeveloped elements of the curriculum. The curriculum is good and enables pupils to achieve well but it is still evolving in relation to ensuring more planned opportunities for the systematic application and development of basic skills. The excellent care and personal development of pupils are attributable to the outstanding care, guidance and support provided by the school. However, despite robust procedures to improve attendance, it remains average.

What does the school need to do to improve further?

- Improve attendance in the school by:
 - working with parents to ensure they appreciate the value of regular attendance
 - working closely with the very small numbers of pupils whose attendance falls below 90%.

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- Ensure that pupils' learning is of a consistent high quality by:
 - completing the development of the curriculum
 - ensuring marking is always of the highest quality especially in mathematics.

Outcomes for individuals and groups of pupils

1

Pupils enjoy their lessons and learn well in them. As a result, their achievement is good. Where teaching is outstanding, they are inspired to work very effectively as independent learners. In Key stage 1, standards are consistently above average in reading and mathematics but have not been as strong in writing. Classroom observations and school data confirm this picture but demonstrate that the content and quality of writing throughout the school are improving rapidly following an emphasis on encouraging pupils to talk and then to write about their ideas. In Key Stage 2, classroom observations in English, mathematics and science confirm that all pupils make good progress following recent improvements to the curriculum. As pupils start school with skills that are below age- related expectations and leave securely above the national average, their achievement is good. There is no significant difference over time between the performance of girls and boys in school. Pupils who speak English as an additional language usually make better progress than their peers in school and nationally. Those with special educational needs and/or disabilities make good progress.

Pupils' outstanding behaviour and consideration of the needs and feelings of others are real strengths of the school. They contribute to a very safe, harmonious and happy community where diversity is valued and celebrated. Pupils are proud of the many displays that celebrate the variety of nationalities represented in the school. They are very willing participants in improving their school community, as eco monitors, librarians, school meal ambassadors and members of the school council. Class councils provide all pupils with good opportunities to have their voices heard in school and to understand the decision-making process. Pupils also make good contributions to the local and global communities through fund-raising and sharing school performances but the contribution to these communities is not as well developed as pupils' contributions to their school community. School assemblies demonstrate pupils' abilities to reflect on beliefs and behaviours, including the need to be assertive. Pupils make positive health and safety choices and actively promote the importance of these aspects. Attendance is average; although most pupils attend school regularly, some do not, and for a small minority it falls below 90%. The school recognises that it needs to work still more closely with parents and pupils to improve attendance.

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	2
Taking into account: Pupils' attainment ¹	2
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	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good throughout the school but is particularly strong in the Reception class and in upper Key Stage 2. The strongest teaching proceeds at a rapid pace that fully engages pupils, has very high expectations of learners, uses resources, especially information and communication technology (ICT), with confidence, and is clear about the expected outcomes for the lesson. In these lessons, relationships are excellent and pupils are inspired, independent learners. All teachers use data well to plan lessons and to track the progress of pupils. Lessons take careful account of the needs of pupils so all can achieve well. Target-setting enables pupils to know how well they are doing and marking supports this process well. However, marking is more rigorous in English than in mathematics.

The curriculum's strength is that it positively reflects a cultural and religiously diverse society that promotes race equality and prepares pupils to become responsible citizens. Curriculum planning ensures breadth, balance, continuity and a clear direction for pupils' learning. A new thematic curriculum is gradually being introduced to ensure that basic skills in literacy, ICT, mathematics, and personal and social development are continually being reinforced and consolidated. This is beginning to have a strong impact on learning seen, for example, in a lesson on advertising and persuasive writing. The enrichment curriculum and the excellent school clubs are an important strength as they provide many opportunities for different groups from inside and outside school to work together. Experiences like 'Harmony Week', residential visits, visitors, and personal and social education are all very effective in contributing to the personal development of pupils. A strong commitment to the care, guidance and support of pupils is at the heart of the

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school. The school provides a very welcoming learning environment where pupils feel safe. Staff have a detailed knowledge of pupils and work very closely with families and external agencies to ensure their well-being. Pupils' needs are very carefully identified and their progress is regularly reviewed to ensure individual support is rapidly provided if necessary. The school can point to striking examples of where it has helped individual pupils and groups of pupils overcome significant barriers to their education. Excellent transition arrangements help children settle quickly into Reception and later into secondary school.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, senior leaders and governors demonstrate a high level of commitment to improved outcomes, demonstrated by the accurate monitoring and evaluation of the school and its thorough development planning. Tracking is robust, thorough and well used. Expectations are high and target-setting is challenging. Good professional development and the effective use of performance management have ensured that staff have been able to respond to new challenges and to develop their skills particularly in relation to using progress data to identify accurate targets for pupils. The engagement of parents and carers is good. They are kept well informed about their children's learning and the curriculum and are very welcome in school. They would welcome more help in learning how to support their child's learning at home. The school values all its members and ensures that all pupils can learn and make good progress in all areas of their development as evidenced in the outstanding outcomes for all pupils. The school's promotion of community cohesion is outstanding. It is very carefully planned and very well promoted through the curriculum, positive images, visits and special days. Teaching materials are planned to reflect local, national and global diversity. The school recognises that the best way to promote community cohesion is to work with and value the diverse community inside the school and in its immediate community. The governing body is fully aware of its responsibilities in respect of safeguarding. Safeguarding arrangements are exemplary. Training has been of high quality and all procedures are extremely rigorous, exceeding statutory requirements.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter the Reception class with skills and knowledge that are below age-related expectations. They make excellent progress in their learning because of outstanding teaching. When they leave Reception, children's knowledge and abilities are above those that are expected nationally. There are particular strengths in literacy, and personal and social development. Children enjoy the class puppet called 'Nothing' who needs children to be kind to him. This puppet enables children to reflect and talk about feelings. It is the focus for creativity, writing and many imaginative ideas. Outdoor provision extends indoor provision in all areas of learning and the creative use of outdoor space makes the area a very exciting one where children can develop independence and imagination.

Children's welfare is given a high priority. Very good induction procedures mean that children settle quickly and feel secure. Excellent links with parents and carers are established and maintained through the 'play and learn' workshop for parents and their children on Thursday mornings. Children are very well behaved and they respond well to clear expectations and the appropriate use of praise from staff. A thorough approach to assessment procedures, combined with the rigorous and well documented tracking of pupils' progress, ensures that all children are provided with activities that meet their needs. The curriculum and teaching style meet the needs of the children very effectively. The provision is very well led and managed. The teacher and teaching assistant work together as an effective team to ensure they have the highest quality resources, very good curriculum planning and very exciting learning opportunities.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Half of parents and carers responded to the questionnaire. Parents and carers are overwhelmingly positive about the school. Comments refer to children's good progress, the good support for pupils with special educational needs and/or disabilities and the welcoming environment. Many parents and carers also commented on the high quality of provision in Reception. Parents and carers value the quality of leadership and management and find staff approachable, supportive and professional. A typical comment was, 'Spring Bank provides a truly inclusive educational experience. Every child is valued and encouraged to value others. The school has a welcoming and warm ethos. The school gives a good education, one that encourages children to enjoy learning.'

An extremely small minority expressed concerns about numerous issues that were not mentioned by other parents or carers. Only two points recurred: some parents and carers mentioned bullying that they felt had not been thoroughly dealt with. Several parents and carers also mentioned that they wanted more help to support their child's learning. The inspectors could find no evidence to substantiate the references to bullying but accept that some parents would like more information about how the incident concerning their child being bullied was resolved. The school and the inspectors accept that the school could do more to help parents to develop the skills to support their child's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Spring Bank 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	58	36	37	1	1	0	0
The school keeps my child safe	57	59	38	39	1	1	0	0
The school informs me about my child's progress	36	37	51	53	5	5	0	0
My child is making enough progress at this school	32	33	56	58	7	7	0	0
The teaching is good at this school	38	39	53	55	3	3	0	0
The school helps me to support my child's learning	27	28	58	60	8	8	0	0
The school helps my child to have a healthy lifestyle	38	39	55	57	2	2	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)	32	33	55	57	0	0	0	0
The school meets my child's particular needs	35	36	54	56	4	4	0	0
The school deals effectively with unacceptable behaviour	30	31	52	54	8	8	0	0
The school takes account of my suggestions and concerns	23	24	57	59	7	7	0	0
The school is led and managed effectively	35	36	54	56	4	4	1	1
Overall, I am happy with my child's experience at this school	49	51	43	44	2	2	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



5 March 2010

Dear Pupils

Inspection of Spring Bank Primary School, Leeds LS6 1AD

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. A special thank you goes to the pupils who gave up some of their time to talk to us about their work. We were very impressed by all the displays in school that celebrate the work, cultures and traditions of people from around the world. We particularly enjoyed the displays on Barack Obama and Nelson Mandela.

In your questionnaires you say that Spring Bank is a good school and we agree with you. The headteacher and all the staff work hard to make sure that you understand how to improve your learning so you make good progress. Standards are above average in English, mathematics and science. Most of you attend school regularly and your behaviour is excellent. You are all very kind and considerate to each other. You enjoy taking on responsibilities in school. Many of you are involved in improving your school through your school and eco councils. You are very safe in school and you are extremely well cared for. Your clubs, activities and school lunches are excellent. They help you to learn and keep you healthy. We can understand why you enjoy your school.

One of the reasons for our visit was to see how your school can improve. Therefore, we have asked your school leaders to:

- help pupils who do not attend school regularly to improve their attendance
- make learning even better by finishing the exciting new curriculum they are planning so that you can enjoy using all the new skills you are developing in lessons.

You can help your school to improve by attending regularly and by working hard to meet your targets. We wish you every success for the future.

Yours sincerely

Carmen Markham

Lead inspector

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