

Springhead Primary School

Inspection report

Unique Reference Number	117885
Local Authority	East Riding of Yorkshire
Inspection number	339093
Inspection dates	9–10 June 2010
Reporting inspector	Robert Jones

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	172
Appropriate authority	The governing body
Chair	Mr Ian Scrivener
Headteacher	Mrs Carolyn Jones
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, observed six teachers and held meetings with a governor, staff and pupils. They observed the school's work and looked at a range of documentation including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 70 questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

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

pupils' attainment in science

- the progress boys make in English
- pupils' behaviour and their awareness of how to stay safe and lead healthy lifestyles
- how well information and communication technology (ICT) is used across the curriculum to broaden and enhance learning.

Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is below the national average. The majority of pupils are of White British heritage and few speak English as an additional language. Fewer pupils than average have special educational needs and/or disabilities. The school holds various awards, including the Healthy Schools Award, the Activemark and the School Travel Plan.

At the time of the inspection, the Early Years Foundation Stage children were being taught temporarily in the school hall due to the extensive building works that were underway.

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

Springhead Primary is a good school with significant features that are outstanding. Parents and carers agree with comments such as 'The headteacher and her staff go that extra mile' being common.

Central to the school's success are the outstanding care, guidance and support provided to pupils. The school works exceptionally well with a range of outside providers, and with parents and carers. This results in first-rate pastoral support for all pupils, particularly those who are most vulnerable. Around the school and in lessons, pupils behave impeccably and are always courteous to each other and to adults. Pupils show outstanding awareness of how to lead fit, healthy lifestyles. Their understanding of how to stay safe is exemplary, particularly about safety related to new technologies. Arrangements for safeguarding and child protection are outstanding.

Teaching in the Early Years Foundation Stage is satisfactory and, correspondingly, children make satisfactory progress. However, there is sometimes a lack of challenge for children of higher ability. Additionally there are occasional missed opportunities to extend children's communication, literacy and language skills. In the main school, pupils make good progress overall, including the progress that boys make in English. Standards are rising and are above average in mathematics and English due to good teaching, effective assessment and rigorous tracking of pupils' progress. In science, however, assessment and tracking of progress is not so meticulous which results in standards that are not as high in this subject.

Self-evaluation is accurate and undertaken by middle as well as senior leaders. Any weaknesses are tackled decisively and prompt actions taken. The school is aware that it is at a very early stage of forging links with local and ethnically diverse organisations in order to promote community cohesion. It has successfully addressed all the issues from the last inspection, particularly in developing the use of ICT across the curriculum. This demonstrates well the school's good capacity to sustain its improvement.

What does the school need to do to improve further?

- Raise standards in science by:
 - ensuring science targets are clearly communicated to pupils
 - developing assessment systems to ensure pupils' progress is tracked and monitored effectively.
- Improve the outcomes for children in the Early Years Foundation Stage by:
 - providing effective challenge for children of higher ability

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- ensuring the best possible opportunities are provided to develop children's communication, language and literacy skills.
- Develop the promotion of community cohesion by:
 - strengthening and broadening the links the school makes with local organisations
 - establishing links to help pupils understand faiths and cultures other than their own.

Outcomes for individuals and groups of pupils**2**

In lessons, pupils behave exceptionally well due to the engaging activities provided for them. They enjoy lessons and achieve well. Pupils say that teachers 'go out of their way to make it fun for us'. A notable feature of lessons is the abundant opportunities provided for pupils to discuss and share ideas in groups. This results in them developing their speaking and reasoning skills well. Pupils readily take on responsibilities in school, such as becoming a trained 'trouble buster' or playground friend. Pupils say how very safe they feel in school and that bullying is a rarity. They show a satisfactory understanding of cultures and religions other than their own. In lessons they are able to reflect very well on what they need to do to improve their work. Throughout the school, pupils display mature attitudes in their caring approach towards each other and how they interact with adults.

Over the past three years overall attainment levels have been broadly average. They are now rising, particularly in English and mathematics due to consistently good teaching and assessment of pupils' progress. In the 2009 national tests, pupils made good progress overall from their starting points. Inspection evidence indicates that pupils currently in the school are also making good progress. Standards in science are broadly average, and average numbers of pupils reach the highest levels. Pupils with special educational needs and/or disabilities make good progress overall and some make outstanding progress. This is due to the excellent support in class and a range of special courses designed to boost their progress. Pupils develop good quality skills to contribute to their future economic well-being due to high attendance rates and above average standards in English and mathematics.

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	3
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good quality teaching is characterised by teachers' effective questioning that encourages extended answers from pupils, which make them think harder. Teaching assistants know just how much help to give while also helping pupils to become independent. ICT is used successfully to extend learning across the curriculum which helps pupils make links between subjects. In the majority of lessons, the work set for pupils is well matched to their abilities. In a minority of lessons, teachers talk too much which results in pupils becoming passive as pace is lost.

Assessment is a regular feature of lessons in English and mathematics, and this has a positive effect on the rate of pupils' progress. Teachers take great care to give sharp, detailed advice on how pupils should improve their work. In turn, pupils are aware of their targets. Marking and target setting are not so precise in science. Sometimes books are left unmarked or the marking assesses points of literacy rather than science and makes no reference to subject specific targets.

A range of extra-curricular activities enhances the curriculum, such as the very well attended dance club and numerous sports activities. The school recognises the importance of music and the arts in the curriculum, with the standard of recorder playing being particularly impressive.

Care, guidance and support are exemplary. The most vulnerable children receive the highest level of care, which results in them making good progress. Due to the staff's excellent work and close working with outside agencies, these pupils enjoy school, making comments such as 'I love school now because everybody understands me'.

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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 leads with energy and drive. Within the school there is a palpable sense of shared responsibility. The quality of teaching is monitored effectively and teachers constantly strive to improve by sharing the good practice that exists in the school. The role of middle leaders is developing well. Systems are in place to monitor rates of pupils' progress but tend to be cumbersome, making it difficult for teachers to turn complex data into meaningful information to help them with their day to day planning. Governors are a frequent presence in the school and provide a good level of support and challenge.

The school promotes equal opportunities well. Differences in attainment between boys and girls are addressed promptly and any discrimination is tackled decisively. Safeguarding is afforded the highest priority. Pupils are actively involved on a day to day basis in helping each other to stay safe, and the school is a leader of good practice in safeguarding and child protection issues. The school has begun to analyse its contribution to community cohesion. It has yet to forge links with other communities to help pupils understand at first hand faiths and cultures other than their own and broaden its links with local organisations.

These are the grades for leadership and management

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	1
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	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 with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start the school in Reception with skills that are broadly typical for their age, except in communication, language and literacy and in personal and social development where they are below national expectations. Welcoming staff ensure that children settle quickly into established routines and become receptive learners. All adults are very caring and ensure that safeguarding arrangements are given the highest priority. Vulnerable children are quickly identified and well supported. There is an appropriate balance between activities led by adults and those which are increasingly chosen by children. Teaching is satisfactory both indoors and outdoors, enabling children to make sound progress as they move through into Year 1. Some activities are carefully chosen so that they capture children's imagination and interest, such as when children make buns with playdough, decorated with seashells. Others engage children in imaginative play, such as using glove puppets. Some activities, however, do not challenge the more able pupils well enough to enable them to make the best possible progress, and the pace of lessons is sometimes not brisk enough. On occasion adults miss opportunities to promote children's language and communication skills through extended questioning and prompting. Dedicated support staff help the setting run smoothly on a day to day basis, which is currently challenging given the substantial disruption caused by building works. Leadership is satisfactory and improving. Local authority support has helped to strengthen systems, in particular for assessment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers are supportive of the school's work. Many of their comments focused on the friendly and welcoming nature of the school, how much they value the care and support and how well the school involves them as partners in their children's education. The inspection findings confirm the very positive responses from parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Springhead 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 172 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	57	29	41	1	1	0	0
The school keeps my child safe	48	69	22	31	0	0	0	0
The school informs me about my child's progress	42	60	27	39	1	1	0	0
My child is making enough progress at this school	38	54	31	44	1	1	0	0
The teaching is good at this school	46	66	22	31	2	3	0	0
The school helps me to support my child's learning	42	60	25	36	3	4	0	0
The school helps my child to have a healthy lifestyle	43	61	24	34	3	4	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	46	34	49	1	1	0	0
The school meets my child's particular needs	40	57	25	36	4	6	0	0
The school deals effectively with unacceptable behaviour	48	69	22	31	0	0	0	0
The school takes account of my suggestions and concerns	35	50	31	44	0	0	1	1
The school is led and managed effectively	47	67	17	24	1	1	0	0
Overall, I am happy with my child's experience at this school	46	66	22	31	0	0	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.



11 June 2010

Dear Pupils

Inspection of Springhead Primary School, Hull, HU10 6TW

Thank you for the warm welcome you gave the team when we came to inspect your school. We really enjoyed talking to you and hearing about the interesting things you do in school. This letter is to tell you what we found out on our visit.

You go to a good school, and many things about it are outstanding. (That's another 'wow' word, meaning 'really, really good'). Your behaviour is superb. Troublebusters and playground friends along with very caring adults in school help you to feel very safe and secure. You are all very aware of how to lead fit, healthy lifestyles. You receive excellent care, especially those of you who need the most support.

Of course, all these things don't 'just happen'. Your teachers are very dedicated, spending ages sharing ideas and planning lessons carefully. This means you make good progress. To make your school even better, I have asked your headteacher and staff to do the following:

- help you reach higher standards in science by making sure you have clear targets and ensuring your science work is marked carefully
- make sure that children in Reception make good progress and help them to learn to read, write and communicate well
- make links with schools and businesses locally and further afield so that you develop an understanding of how different communities work.

You can help by being the delightful young people you are today and by asking if you aren't sure about what you need to do to improve, particularly in science. I wish you all the best for the future.

Yours sincerely

Robert Jones

Lead Inspector

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