

# Earby Springfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	119251
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339390
<b>Inspection dates</b>	2–3 March 2010
<b>Reporting inspector</b>	Michael Sheridan HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Laycock
<b>Headteacher</b>	Mrs Dawn Liversidge
<b>Date of previous school inspection</b>	26 April 2007
<b>School address</b>	Bailey Street Earby Barnoldswick BB18 6SJ
<b>Telephone number</b>	01282 843598
<b>Fax number</b>	01282 843585
<b>Email address</b>	head@earby.lancs.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 14 lessons and seven teachers. They held meetings with governors, staff, groups of pupils and representatives from the local authority. They observed the school's work, and looked at the school's improvement planning, pupils' work in books, pupils' tracking data and other school documents. They looked at external evaluations of the school's work. They also considered views expressed by pupils and, through informal discussions and the 58 questionnaires that were returned, parents and carers.

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

- the effectiveness of leaders in raising standards of attainment
- the impact of teaching and the curriculum on the learning and progress of the most-able pupils and pupils who have fallen behind
- the school's strategies for identifying priorities and securing necessary improvements.

## Information about the school

This is a smaller than average primary school situated in the north east corner of Lancashire. The overwhelming majority of pupils come from White British backgrounds. The proportion of pupils known to be eligible for a free school meal is below the national average. The proportion of pupils with special educational needs and/or disabilities is in line with the average, but the proportion of these with a statement of special educational needs is above the national average. The school accommodates a Nursery which is privately managed and inspected separately. The school has a seconded deputy headteacher who, at the time of inspection, had been at the school for a week. The school also has recruited a special educational needs and/or disabilities coordinator who works at the school for one day a week (to cover a long term absence).

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils' attainment is low and their achievement is inadequate. Too many teachers have low expectations of what pupils are capable of. As a result, many lessons lack challenge and pupils do not make expected progress. Targets set for pupils do not represent sufficient challenge. There is too little support for pupils who fall behind in their learning. The curriculum, including the provision made for children in the Early Years Foundation Stage, also fails to provide enough challenge and, as a result, pupils' learning and progress slow over time. Standards have fallen since the last inspection. Work seen in classes suggests that these are falling further this year. Pupils with special educational needs and/or disabilities are well supported in class and through effective partnerships with other agencies, so they generally make satisfactory progress. Pupils' attendance has declined and is now low.

The school does not engage well enough with parents and carers. A wide range of views were expressed by parents and carers, but the balance of negative views in the questionnaire responses was significant. Links with the community are a strength. The school has effective working relationships with church and community groups and the Nursery housed in the school building. Pupils take part in a good variety of activities and events in the local community.

Many aspects of the guidance and support for pupils are satisfactory. Teachers care about their pupils and relationships are generally good. Pupils say they know who they can go to if they have a problem. The school works well with professionals from different agencies to support potentially vulnerable pupils.

Improvements since the last inspection have not been as rapid or significant as expected because leadership and management are inadequate. The governing body has not challenged the school robustly enough. It lacks sufficient systems to review the effectiveness of the policies for which it is responsible. Middle management is not sufficiently developed to effectively support school development. Arrangements to monitor and review systems and policies, including those relating to safeguarding pupils, are ineffective, so the school cannot make sufficient improvements or strengthen its existing practice. For example, insufficient records are kept of incidents in school so patterns cannot be accurately identified and addressed. Many policies, including those

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for safeguarding and equality of opportunity, are ineffective. The school's self-evaluation and its capacity to improve are inadequate.

## What does the school need to do to improve further?

- Raise attainment to the national average by:
  - ensuring that all teachers have the highest expectations of pupils' abilities and that the targets for which pupils strive reflect this
  - planning and delivering lessons and activities which take into account the full range of pupils' needs, interests and abilities
  - developing teaching strategies that promote good achievement
  - developing effective strategies to identify and support pupils quickly if they begin to underachieve
  - developing the provision in the Early Years Foundation Stage so it better reflects the full range of children's needs and interests.
- Ensure that leaders and managers at all levels have greater impact on the school's effectiveness by:
  - ensuring that the governing body understands and fulfils all statutory responsibilities, including those relating to the safeguarding of pupils' well-being and equalities
  - prioritising actions for school improvement and agreeing measurable success criteria
  - increasing the rigour of the systems that monitor and evaluate the impact of actions on provision and outcomes
  - making expectations clear and accountability rigorous
  - nurturing the potential of senior and middle leaders through well-targeted professional development
  - increasing the rigour with which the governing body holds the school to account for its performance.
- Strengthen other areas of provision by:
  - reversing the downward trend in attendance through carefully targeted intervention involving pupils and their parents
  - developing a clear communication and engagement strategy with parents and carers so they develop confidence in the work of the school
  - setting clear guidelines for all staff regarding safeguarding and the reporting of incidents.

## Outcomes for individuals and groups of pupils

**4**

Last year, less than half the pupils in Year 6 reached the nationally expected level in

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English and mathematics. Only one pupil reached the higher level in both these subjects. Evidence from the school's tracking, target setting and the work seen in pupils' books shows that attainment for the current Year 6 is likely to be lower than the year before. This does not represent adequate achievement for these pupils. Too many pupils fail to make progress in line with their capabilities.

Pupils' enjoyment of learning varies widely, as a result of the variable quality of teaching. In the few good lessons seen, pupils engaged willingly in lively debate, listened to each other with interest and developed skills at a rapid pace. Where teaching is less well matched to pupils' interests and abilities, pupils are often uninspired, although they usually remain compliant and try to complete the activities given to them. Pupils' behaviour around school was mainly good during the inspection. However, pupils were quick to point out that behaviour was not always as good. Most pupils said they feel safe, although several shared concerns about some bullying.

The school's contribution to community events is well regarded in the local community. Significant numbers of pupils represent the school in a good range of community activities. These contribute to their satisfactory social, moral, spiritual and cultural development. In school, pupils take on responsibilities willingly. The school council is active and influences change. The buddy system provides further opportunity for older pupils to hold positions of responsibility. Pupils understand the importance of eating healthy food and taking regular exercise. They develop a good awareness of health dangers relevant to their age and understanding. There is a good range of sporting activities held during and after school which pupils enjoy a great deal.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> 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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teaching is not good enough to make up for the legacy of low achievement. Too many lessons are focused on completion of tasks and fail to engage pupils in lively opportunities that develop their thinking and improve their skills. Many teachers do not provide enough support to help pupils make small, regular steps in their learning. Teachers are beginning to use marking more effectively. This is a very recent development and it is too early to determine its success at guiding pupils in their learning. Many lessons lack appropriate challenge. There is a culture of low expectations amongst staff. Several teachers stated that pupils were unable to do better. This view is a significant barrier to pupils making progress in line with their abilities.

The effectiveness of the curriculum varies considerably. The development of phonics in Key Stage 1 is a strength and enables some good teaching. All National Curriculum subjects are taught, but there is only limited opportunity for developing literacy and numeracy skills through different subjects. The curriculum is not sufficiently adapted for the considerable numbers of pupils who fall behind. Too little provision is made to give these pupils a curriculum that will help them catch up with their peers.

Pupils know what to do if they have a concern and staff know the appropriate actions to take when safeguarding concerns about an individual are raised. However, the systems in place for safeguarding pupils are insufficiently monitored to ensure that they are effective. Monitoring and tracking systems are not robust enough to analyse trends and identify necessary changes.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

Leaders at all levels, including the governing body, have failed to provide strategic challenge and appropriate systems to lead and manage the school effectively. The headteacher recognises that things must get better, but is struggling to do anything

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more than react to issues as they arise. She recognises the urgent need for support and has secured significant advice and intervention from the local authority. This is yet to have any major impact, although there are early signs of progress, particularly in some areas of teaching and in improving the skills of middle leaders. Subject leaders are beginning to take responsibility for monitoring the quality of learning. This is at an early stage and these leaders have yet to use their improved knowledge to effectively plan improvements.

Many of the systems and procedures, including those for safeguarding pupils' well-being and promoting equality of opportunity, are not effective enough. Systems for reviewing the school's work lack rigour so that leaders are slow to learn lessons and effect change. Leaders have developed an understanding of the school's religious, ethnic and socio-economic context and they promote community cohesion in school and in the local community. Action is being taken to broaden pupils' understanding and appreciation of diversity within the United Kingdom. For example, a link is being developed with another school with a broader socio-economic and ethnic mix.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>4</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

When children enter the Early Years Foundation Stage their skills and attitudes are in line with those typically found nationally. Good links with the privately run Nursery have led to this improvement. However, children in Reception are not making the gains expected of them. The school is aware of this, but the action taken to improve provision is not yet effective enough. There are opportunities for children to learn and play



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independently, but the quality of resources available is poor; many of them are old or incomplete. As a result, too many children are uninspired by their environment and wander from task to task with little engagement. The tasks are not well matched to individual pupils' needs and provide inadequate challenge. Children enjoy working with adults. Leaders are failing to fully meet welfare requirements; for example, with the current staffing level, adults are unable to adequately supervise all spaces available to children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

**Views of parents and carers**

Parents and carers expressed a range of views, both through the inspection questionnaire and through informal discussions with inspectors. A large majority of parents and carers said their child enjoyed school. This was supported by the range of views expressed by pupils themselves. A few parents and carers raised issues concerning the well-being of pupils. A small minority of parents and carers had concerns about the quality of teaching, communication and the behaviour of pupils in the school. While inspectors found that some of the concerns could have been alleviated with more effective communication, many of the concerns raised were shared by the inspectors.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Earby Springfield 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	57	16	28	5	9	2	3
The school keeps my child safe	27	47	23	40	5	9	3	5
The school informs me about my child's progress	20	34	23	40	10	17	5	9
My child is making enough progress at this school	14	24	29	50	13	22	2	3
The teaching is good at this school	14	24	31	53	9	16	3	5
The school helps me to support my child's learning	16	28	29	50	10	17	3	5
The school helps my child to have a healthy lifestyle	17	29	38	66	3	5	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)	13	22	29	50	7	12	5	9
The school meets my child's particular needs	11	19	34	59	8	14	5	9
The school deals effectively with unacceptable behaviour	11	19	25	43	15	26	5	9
The school takes account of my suggestions and concerns	14	24	28	48	11	19	3	5
The school is led and managed effectively	18	31	19	33	11	19	6	10
Overall, I am happy with my child's experience at this school	16	28	25	43	9	16	5	9

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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 Earby Springfield Primary School, Barnoldswick, BB18 6SJ

It was a pleasure meeting many of you. I am very grateful to all of you who talked to us or filled in a questionnaire. We were impressed with the maturity that many of you showed when talking to us.

We found that you do some things really well in your school. We thought the range of activities you get involved in outside the school day is good. The community Nativity that many of you took part in sounded particularly impressive.

However, your school is not performing as well as it should be because:

- by the time you leave Earby Springfield, you do not do as well as pupils in other schools
- attendance is not high enough
- teaching is not as good as it needs to be to help you catch up with your learning.

We have judged that your school needs 'special measures', which means it will get help to become better and inspectors will come back to your school to check on the progress your school is making. To help the school improve, we have asked your headteacher and governors to:

- raise standards
- keep a closer eye on the systems and policies they have in the school so that they can recognise what works well and what things need to be done differently
- work more effectively with you and your parents so you are only off school when you are too ill to attend
- develop better communication with your parents so they better understand what the school is trying to do.

I know that your headteacher is determined to make your school better. I am sure you will all support the efforts of your teachers in achieving this.

Yours sincerely

Michael Sheridan

Her Majesty's Inspector

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