

Springwood Primary School

Inspection report

Unique Reference Number	132153
Local Authority	Salford
Inspection number	341297
Inspection dates	2–3 February 2010
Reporting inspector	Terry McKenzie

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

Type of school	Special
School category	Community special
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Dr Sandra Hayton
Headteacher	Mr Paul Morrison
Date of previous school inspection	0 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 16 lessons with 16 different teachers and approximately 35% of the inspection activity was concerned with observing learning. Inspectors held meetings with governors and staff. They observed the school's work, including pupils' transport arrangements, and looked at assessment and tracking information, teachers' planning, safeguarding documents, key policies and 48 parents' and carers' questionnaires.

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

- the effectiveness of teaching and assessment on pupils' achievement
- how well the curriculum promotes future economic well-being
- the impact of the school's leaders and managers in making changes and improvements.

Information about the school

Springwood Primary School serves pupils with special educational needs and/or disabilities of such complexity that they cannot be educated full time in mainstream schools. All 160 pupils have a statement of special educational needs and pupils' learning difficulties include specific learning difficulties, autistic spectrum disorders, profound and multiple learning difficulties and moderate learning difficulties. Almost all pupils require help with communication and many are assisted with mobility. Pupils can sometimes undertake limited attendance at mainstream schools and pupils from other schools come to Springwood to receive certain lessons. Pupils arrive from varied social backgrounds, the great majority are White British and the number receiving free school meals is much higher than the national average. A very small number are in the care of the local authority. Springwood has permanently on site many of the medical, therapy and other practitioners who work with the pupils. A holiday play scheme is organised from the school. Springwood renewed the Healthy Schools accreditation in 2007.

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

3

Main findings

Springwood is a good and inclusive school and it provides good care and support. It meets the educational needs of pupils well and in return they demonstrate outstanding behaviour and good progress in their learning and social development. Most parents and carers praise the school and for many the admittance of their children has been life changing. However, a significant number of parents and carers are concerned that communication between school and home is not as effective as it should be. Some would like to be more included in the life of the school. A typical response from a parent was, 'Springwood is a lovely school but it needs to learn to work better with parents and find new ways to involve them.'

Leadership and management of the school are inconsistent. Many teachers use the services of classroom staff very effectively and the Early Years Foundation Stage is managed well. Among the governors and the senior leaders there is not always the required robustness in the systems for tracking and monitoring aspects of the school's work, for example in checking that all its key policies reflect the current practice. Nevertheless, through improving self-evaluation procedures the school is becoming clearer about its priorities. These include implementing the new assessment system to better meet the individual needs of pupils in class. Also, the school is developing an exciting new curriculum to ensure that it fully meets the needs of different pupils. These improvements demonstrate a satisfactory capacity to improve further.

Parents, carers, and staff report that pupils feel safe at school and this is demonstrated through the trusting relationships that pupils display with adults who care for them. They learn about healthy lifestyles and there are good opportunities to make contributions to communities. Good relations exist with key partners such as therapy and health staff who are integrally involved in aiding pupils' development.

Despite the physical and other individual needs of pupils, Springwood focuses on learning so that all can enjoy lessons and achieve well. The tracking of progress has improved since the last inspection as have the highly effective close working relationships with medical and other external agencies. These factors have encouraged the development of basic skills in communication and number across the curriculum and help prepare pupils for moving on to the next stages of their lives.

What does the school need to do to improve further?

- Develop further the use of assessments to ensure the use of appropriate individual targets during all lessons.
- Improve communication from school to home so that parents and carers have a

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better understanding of the work done with their children.

- Ensure that the management systems for monitoring the work of the school are robust and consistent.

Outcomes for individuals and groups of pupils

2

Because of their learning difficulties the attainment of pupils is well below that expected for all schools but their progress compared with pupils in other similar schools is at least good. This is evidenced through the regular recording of outcomes by teachers, use of benchmarking information from an independent source and by the good work done in lessons. Progress is consistent throughout the school so that no groups are disadvantaged. Pupils work hard in lessons and apply themselves to the best of their ability. Lessons provide for pupils to share learning experiences with others while opportunities for individual work are also planned. This helps to ensure that pupils can interact with others but can also work at their own speed and standard. All of the different groups of pupils enjoy their lessons and teachers plan well to ensure that all are included. Engagement in lessons is maintained because the school ensures that the learning environment is adjusted as far as possible to their needs and tolerances. This is achieved through the considered use of technology and décor. Satisfactory attendance is aided through having medical practitioners and therapists on site. This ensures that pupils do not need to always be absent from school for medical reasons or to attend necessary clinics and meetings.

The calm atmosphere of Springwood fosters good relationships and encourages pupils to behave very well and demonstrate enjoyment in school. They want to do well to please the adults with whom they work. Those with communication difficulties, therefore, have opportunities to develop social skills and learn how to interact with others. These attributes are applied by some through their contributions to the school council. Interactions with the wider community take place, for example, through working with disaffected youngsters from a local secondary school from which all parties clearly benefit. As far as they are able to pupils become aware of different cultures, religions and traditions through the curriculum. Some visits outside school, when appropriate, are made to theatres and museums; occasionally visitors from different backgrounds come in to school to work with small numbers of pupils.

Springwood works hard to ensure that pupils and staff feel safe. Pupils begin to understand about right and wrong and what is acceptable. With the Healthy Schools award the school is well placed to help pupils to know about healthy lifestyles. School lunch menus promote healthy options and pupils enjoy at least two hours of physical activity each week with swimming and other lessons. There is a strong sense of togetherness as is demonstrated at the start and end of each day when staff work closely and effectively with pupils over transport arrangements.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment 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	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	3
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	2

How effective is the provision?

Teaching ranges from satisfactory to outstanding and is good overall. In the best lessons teachers are very aware of pupils' abilities through accurate assessments. Here they are able to plan very small steps so that learning can be quickly and efficiently evidenced. Classroom assistants understand what is expected of pupils and support them well. A few teachers demonstrate exemplary skills and experience. However, close attention to assessment is not uniform throughout the school and learning targets are not always set accurately. Senior managers are beginning to make use of assessment data diagnostically to identify strengths and weakness in provision and to ensure that all pupils are making appropriate progress.

The school places much emphasis on providing an appropriate learning environment for pupils. For example, those with autistic spectrum disorders are aided in their learning by a low stimulus environment while others with profound and multiple difficulties are provided with mobility aids and devices that enable them to access learning in the classrooms. With many pupils good use is made of a signing system that is supported by a pictorial communication system for aiding the development of reading and writing. Springwood makes good use of new technologies such as interactive whiteboards to aid teaching and learning. Computer programmes designed for special educational needs and/or disabilities encourage pupils of all ages to work independently. Staff and students

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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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demonstrate confidence in the use of this technology.

The curriculum is satisfactory and improving. It provides a framework for teaching and learning that mostly meets the individual needs of pupils. However, the admittance of pupils in recent years with a much wider range of special educational needs and/or disabilities has prompted the school to reconsider the structure and content of the curriculum. Consequently, the curriculum has been redesigned and trialled in the school and is now ready to be enthusiastically implemented.

The high levels of staffing and the skills of the adults ensure that all needs are attended to so that pupils can spend as much time as possible in the classroom. The school provides good care and support throughout the day and links very effectively with the on-site agencies that pupils rely on to support their medical and other needs This arrangement has a significant impact on pupils' ability to attend school regularly.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are satisfactory overall. Where they are at their best there are clear lines of communication that enable effective monitoring of processes to take place. For example, in some outstanding lessons where there are many classroom assistants each supporting individual pupils or small groups the teacher ensures that all of the adults are very clear about their roles. Throughout the school managers are diligent in their efforts to ensure that the school effectively promotes equality of opportunity and meets the needs of all pupils. However, leadership and management by the senior team sometimes falls short and it is not always clear who is accountable for aspects of the school's work and how it is to be accurately monitored. For example, the daily diaries taken home by pupils are not always completed by staff and parents and carers then do not always have a full picture about their children's day. Additionally, at the time of the inspection some policies did not accurately reflect current practice. Some lessons did not run according to the timetable so that a few pupils were receiving less time in some subjects than they should.

The governing body is mainly well organised and challenging to Springwood. It holds the senior managers to account and is well informed about the life of the school. For example, governors have been active in supporting the school's understanding of community cohesion and its associated obligations. They have encouraged links with the community such as with a particular faith group and this has resulted in a number of

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pupils attending at Springwood. Governors have played a significant part in communicating with the local authority about funding arrangements for the on-site medical agencies and therapists. Safeguarding procedures are satisfactory and meet the current government requirements.

Much has been done by Springwood to try to ensure that good links with pupils' homes are maintained. For example, monthly newsletters are supplemented by regular opportunities for parents and carers to attend meetings. However, many parents and carers feel that the school could do more to communicate and a few believe that opportunities are missed to include them productively in the work of the school.

Senior managers have implemented the use of new technologies that reduce barriers to learning. The needs of all pupils are carefully considered and the learning environments adjusted accordingly. This good deployment of resources confirms that the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

At the time of the inspection 32 children were in the Early Years Foundation Stage. The overall effectiveness of the setting is good because the multidisciplinary approach ensures that thorough assessments identify the social, educational and medical needs of the children accurately. Staff know the children very well indeed and forge strong links with their families and agencies to ensure good communication and accurate support. Children arrive at the provision with a huge range of learning and other difficulties. Their levels of development are well below those expected for their age but they make good

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progress throughout. The experienced staff team are very well led and they provide the children with high levels of individual attention and support. They match learning opportunities to children's levels of understanding through close attention to previous assessments and evaluations. As a result, by the time they leave the Reception class they are well prepared to move on to the next stage of their education.

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

Many of the responses from parents and carers were mainly very positive. Many parents and carers took the trouble to write additional comments into questionnaires to emphasise their support for Springwood. These included gratitude to the staff for the hard work that they perform with their children. The majority of returns indicated that pupils enjoy coming to school. Parents and carers believe that their children are safe and that they make good progress at Springwood, both educationally and socially.

A small but significant number of parents and carers expressed concerns over levels of communication between school and home. Parents and carers of children with severe disabilities would like good-quality information about the nature of the day that their children have had at school. A few other parents and carers expressed frustration at not being able to work more closely with the school. The inspection supports this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Springwood 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	79	10	21	0	0	0	0
The school keeps my child safe	40	83	8	17	0	0	0	0
The school informs me about my child's progress	33	69	14	29	0	0	1	2
My child is making enough progress at this school	28	58	18	38	0	0	0	0
The teaching is good at this school	37	77	11	23	0	0	0	0
The school helps me to support my child's learning	33	69	14	29	1	2	0	0
The school helps my child to have a healthy lifestyle	29	60	19	40	0	0	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)	27	56	18	38	0	0	0	0
The school meets my child's particular needs	36	75	11	23	0	0	1	2
The school deals effectively with unacceptable behaviour	32	67	15	31	0	0	0	0
The school takes account of my suggestions and concerns	32	67	14	29	1	2	1	2
The school is led and managed effectively	36	75	11	23	0	0	0	0
Overall, I am happy with my child's experience at this school	39	81	9	19	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 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"> ■ 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.



4 February 2010

Dear Pupils

Inspection of Springwood Primary School, Swinton, M27 5LP

Thank you for making the inspectors so welcome when we visited Springwood recently. We appreciated meeting you and seeing you at work in your classrooms and around the school. I very much enjoyed watching you arrive at school in the morning. You were happy to be there and keen to get into your lessons!

These are some of the things that we found out during the inspection from watching your lessons, talking with your teachers and reading comments from your parents and carers.

- Most of you enjoy school and you attend regularly.
- You make good progress in your learning.
- You get on well together and with the adults.
- Your behaviour is excellent.
- Your teachers work hard to plan interesting lessons.
- All of the adults look after you very well.

I have asked the teachers to try even harder to set targets for you during lessons. This will help everyone to see how well you are doing and what you are capable of. I have asked the headteacher to find new and different ways of communicating between school and home. This will help all of your parents and carers to know and understand better what is happening at school. I would also like the headteacher to have a close look at how the school is managed so that it runs more smoothly and your lessons always take place on time.

Best wishes for the future.

Yours sincerely

Terry McKenzie

Lead inspector

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