

Burnley Springfield Community Primary School

Oxford Road, Burnley, Lancashire, BB11 3HP

Inspection dates 5–6 March 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Attainment by the end of Key Stage 2 in reading, writing and mathematics in 2013 was high compared to other schools. It has risen since 2012.
- Year 6 pupils made outstanding progress and Year 2 pupils made good progress in 2013, from their different starting points.
- The most able do well and reached very high levels of attainment in 2013.
- Teaching is good. Pupils' different needs are well supported in classes, small groups or one-to-one with staff.
- Pupils' behaviour and attitudes to learning are good. They warmly welcome guests and go out of their way to demonstrate good manners.
- Pupils are safe and secure. They say that they feel safe and staff and parents agree.
- Attendance is similar to that in other schools. It has been rising because staff work successfully to support parents in ensuring their child's regular attendance.
- The headteacher relentlessly pursues improvements in teaching. As a result, pupils' achievement has improved well since the last inspection. The school is well placed to continue to develop.
- Governors and senior leaders clearly know how well the school is doing and make good decisions that ensure improvements.
- Parents and staff praise the school because of the support it provides for pupils.

It is not yet an outstanding school because

- Attainment at the end of Key Stage 1 in 2012 and 2013, especially in writing, was not as high as it should have been. Achievement in Key Stage 1 is not as good as it could be.
- The marking of some of the work that pupils do is not thorough enough.
- Middle leadership is not yet as strong as it should be.

Information about this inspection

- Inspectors observed 12 lessons and parts of lessons, one jointly with the headteacher. All teachers were observed at least once. Inspectors also visited an assembly, observed lunch and break times and listened to pupils reading.
- Meetings were held with groups of pupils, staff, school leaders, and the Chair of the Governing Body and four other governing body members. A meeting with the local authority representative also took place.
- Inspectors took account the results of the school’s own surveys of parents’ views and 29 responses to the staff questionnaires. There were not enough responses to the online questionnaire (Parent View) to make a meaningful evaluation. Inspectors also spoke to parents in the playground.
- A number of school documents were examined. These included information about pupils’ progress, school improvement plans and records of governors’ meetings. The work in pupils’ books and records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage. A few are Pakistani heritage and other heritage groups are also represented in the school.
- A high proportion of pupils speak English as an additional language, though very few of these are at an early stage of learning English.
- The proportion of pupils supported through school action is much higher than in other schools. The proportion supported at school action plus or with a statement of special educational needs is also much higher than average. A very few number of pupils have hearing impairments.
- The proportion of s the pupil premium funding is much higher than the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- There is a breakfast club run by the school on the site.
- The school is part of the East Lancashire Achieving Together (ELAT) partnership of local schools.
- The school works closely with a national charity that provides support for pupils, parents and teachers. The charity uses several rooms in the school.
- The school is supported by a specialist sports coach three days per week as part of a recent arrangement with an outside organisation.
- There have been a number of staff changes since the last inspection, including those in middle leadership roles.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise achievement in Key Stage 1, especially in writing, by:
 - regularly sharing the best practices of teachers in the school
 - ensuring that the school's high quality marking arrangements are applied by teachers across all subjects.
- Further strengthen leadership by developing the roles of middle leaders.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills that are typically below those expected for their age. Their skills in language, writing and personal development are even lower. They make good progress because the quality of teaching is good.
- In 2013, attainment in Year 2 was below average and particularly weak in writing. Some pupils in that year group were less able. However, progress was not as strong as it should have been. Pupils are now making better progress in Key Stage 1 from their different starting points and so attainment in Year 2 is on the rise.
- By the end of Year 6 in 2013, pupils' attainment in reading, writing and mathematics was high. Standards have risen considerably since the previous year.
- In 2012, an above-average proportion of pupils in Year 6 made at least expected progress in English, though a slightly lower proportion did so in mathematics. In 2013, a much higher proportion than nationally made strong progress in all subjects, which represents outstanding achievement.
- School information from recent assessments of pupils' achievements show that progress is improving in Key Stage 1 and remains consistently at least good for pupils in Key Stage 2.
- The few most able pupils make good progress because they can flourish in the school and reach their full potential. Test results in 2013 showed more success than in other schools in reaching the very high Level 6 in mathematics. Greater numbers than ever before, and a higher proportion than nationally, gained the higher Level 5 in reading, writing and mathematics.
- Pupils with a statement of special educational needs and those supported at school action plus do better than those in other schools nationally. Pupils who are supported at school action also do better than others.
- Pupils with a hearing impairment and those who need additional help to learn English receive well targeted and effective support that enables them to continue to learn alongside their peers in the classrooms. This clearly demonstrates the school's commitment to tackling discrimination and providing equal opportunities.
- By the end of Year 6 in 2013, pupils eligible for free school meals were broadly four terms behind others in the school but broadly two terms ahead of eligible pupils in all schools nationally. Evidence shows that gaps in standards between these pupils and others in the school are closing. They are making at least good achievement from their different starting points.
- In 2013, the national screening check of pupils' phonic skills (the knowledge of letters and the sounds they make) carried out in Year 1 showed that the proportion of pupils reaching the levels expected for their age was broadly similar to that in other schools. This was a big improvement on the proportion that reached the expected level in 2012. Inspectors heard pupils in different years fluently reading out-loud from their books.

The quality of teaching is good

- Teaching standards are improving and most teaching is good or better. Evidence from inspectors observations of the learning in classrooms, from scrutinising pupils' work in their books over time and, from talking to pupils about their learning, shows that pupils are making good progress and teaching over time is good. Surveys and conversations with staff and parents confirm this.
- Teaching in the Early Years Foundation Stage focuses on developing the necessary skills, such as language, writing and personal skills, so that children can benefit well from the exciting activities provided. For example, children were seen practising their communication skills well by talking on the telephone and answering questions from the teacher about the story of Noah which they had been learning.
- Work in books shows that pupils are making good progress over time in writing and mathematics

in different classes. Literacy books show that writing skills are taught progressively, building into more and more sophisticated pieces of work. For example, in Year 2 pupils extended their writing through poetry, creating journals and writing diary entries.

- Teachers use small-group activities in the classrooms as an effective way of ensuring that pupils with different needs can engage well in the learning. Most able pupils, and those with hearing impairment or other special education needs, benefit well because teachers organise activities to match their skills and abilities. For example, the most able pupils in a Year 6 mathematics lesson worked outstandingly well in their own group because they were challenged to organise for themselves the way in which they tackled the things they had to do.
- Small-group and one-to-one activities outside of the classrooms, such as those taking place in the Nurture Room, provide good learning opportunities for pupils who need extra support, such as those who have fallen behind.
- Pupils learning phonics make good progress. Teachers are fully aware of how well pupils are learning because they check this regularly. As a result, pupils show a good phonic knowledge and are able to pick out tricky words.
- Pupils make good and sometimes outstanding progress in reading because the school ensures that all pupils read widely and often, including reading at home for their own enjoyment and homework.
- Teachers' and teaching assistants' skills are regularly enhanced by purposeful and targeted support from the senior and middle leaders. This ensures that gaps in pupils' knowledge and skills, identified through routine checking, can be quickly closed. However, there are opportunities to raise standards of teaching even further by sharing more widely the skills demonstrated by the best practice in the school.
- The new marking system implemented last term is successfully providing pupils with helpful feedback in order to improve their work. Written comments by teachers in pupils' books encourage them to 'fix it' if they miss their targets or offer a 'challenge' to help them make the next steps. Pupils are given time to make the improvements. However, the new marking system is not being used in all pupils' books.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. During the inspection the inspectors were warmly welcomed by all the pupils and children. Time after time they held open the doors for inspectors. This made a very positive impression and is a reflection of the blossoming calm and purposeful atmosphere.
- Pupils work well together in the classrooms. They have many opportunities to discuss their ideas with partners or in groups. They use these opportunities well; their learning is enhanced when they collaborate on tasks. For example, pupils in a Year 6 mathematics lesson said that they solved challenges more quickly when they were able to bounce ideas off each other.
- The school's work to keep pupils safe and secure is good. Pupils told inspectors about the different ways that they know about keeping themselves safe, such as when they are using computers. They say that the school looks after them well, that they feel safe in the school and that they can always talk to the teachers. Parents' responses, and those from staff in surveys, fully agree with this.
- Attendance levels have increased and are similar to levels in other schools because of effective initiatives put in place by the headteacher. Regular checking made by the attendance staff on pupils' attendance, and engagement with parents, are playing a key role in this and in reducing the number of pupils who do not attend frequently enough.
- The few incidents of racist behaviour in the school's logs are mainly name-calling. The school is committed to tackling any discrimination and these incidents are one-off events and are dealt with well by the school. Parents and staff agree that the school deals effectively with bullying.
- Staff work hard to implement the system for managing behaviour, which they apply consistently so that pupils know what is expected of them and the consequences. Recent records show a marked improvement in pupils' behaviour. On the very rare occasions when serious

misbehaviour happens, records in the school's logs show that leaders are prepared to exclude pupils as a last resort.

The leadership and management are good

- The headteacher works extremely hard and is fully committed to making the changes that have been necessary to raise standards in the school. The standards of teaching, behaviour and attendance have improved over time because she has not been prepared to accept anything but the best from staff and pupils.
- The governing body, senior and middle leaders use well the wide range of information that they gather on the school's performance. They quickly identify any pupil who falls behind or is struggling. They intervene effectively and provide support, for example, through small-group or one-to-one activities.
- The appointment of middle leaders recently has boosted the strength of the leadership in the school. The effective training opportunities developed by the senior leaders give middle leaders the chance to visit other schools, such as those in the partnership, in order to improve their leadership skills. In conversation with middle leaders, it was clear that they knew what needed to be done. However, senior leaders need to ensure that more staff are appointed to these vital roles.
- The curriculum is effective in meeting the needs of pupils, for example the most able or those with special education needs. A specialist teacher visits the school weekly to work with pupils whose hearing is impaired. In surveys and conversations, parents are very positive about the ways that the school helps their children.
- Provision for the spiritual, moral, social and cultural development of pupils is good. The school provides many opportunities for pupils to work together in lessons, which builds their self-confidence. Everyone dressed up as their favourite character for the assembly on 'World Book Day' and enthusiastically showed off their costumes and talked about their characters.
- The leaders and governors fully recognise the value of building partnerships to ensure pupils can receive extra support in the school. The national charity partnership has been instrumental in enabling pupils and parents to have more support with concerns that they want to talk about. Other partners help fund the 'breakfast club', which runs before school so pupils can attend at times that suit them and their parents and carers best.
- The additional primary sports money is used to pay for a sports coach. As well as providing training for staff to carry out sport activities, pupils are learning new skills, such as hockey. In addition, the local school sports partnership has increased the number of events and the school is using the funding so that more pupils can compete.
- The local authority provides five days of support annually through a formal arrangement with the school, though the school involves them more than that. The local authority staff fully recognise the strengths of the headteacher, who supports another headteacher within the authority.
- **The governance of the school:**
 - The governors play a pivotal role in securing the ongoing improvements demonstrated by the school because they are fully engaged and passionate about raising the standards of teaching and learning. They are able to explain how well the school is doing because they are clear about the performance facts and figures. This means that they can hold the headteacher to account and effectively support the planning of the 'next steps' for the school. They set robust targets for the headteacher and carefully measure her performance in order to ensure that her salary rewards improvements. The headteacher similarly links pay to the targets set for staff.
 - The governors manage the finances well so that the school can provide additional staffing and resources to support the variety of needs of pupils, such as those who have hearing impairment. Pupil premium funding is used effectively to give those who are eligible a good chance to improve their skills. Governors spend the additional sport money well. Arrangements for safeguarding pupils meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133546
Local authority	Lancashire
Inspection number	432118

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	171
Appropriate authority	The governing body
Chair	Paul Campbell
Headteacher	Sarah Bell
Date of previous school inspection	9 January 2013
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