

# Burnley Springfield Community Primary School

Oxford Road, Burnley, Lancashire BB11 3HP

## Inspection dates

6–7 November 2018

|  |             |
|--|-------------|
| <b>Overall effectiveness</b>                 | <b>Good</b> |
| Effectiveness of leadership and management   | <b>Good</b> |
| Quality of teaching, learning and assessment | <b>Good</b> |
| Personal development, behaviour and welfare  | <b>Good</b> |
| Outcomes for pupils                          | <b>Good</b> |
| Early years provision                        | <b>Good</b> |
| Overall effectiveness at previous inspection | Good        |

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, governors and middle leaders have put in place – and are delivering – highly effective plans for success. As a result, Springfield Community Primary School is thriving.
- Staff morale is high, which is reflected in the way they work as a team to support pupils. Staff training and support are excellent.
- Most pupils make good progress across the school in reading and writing. However, not enough pupils make good progress in mathematics by the time they reach key stage 2.
- Furthermore, not enough pupils attain the highest levels or greater depth in reading, writing and mathematics at the end of key stages 1 and 2.
- Pupils make good progress in a range of subjects, including geography, music, physical education (PE), design and technology, art and science.
- The early years provision is good. Children make good progress in reading, writing and mathematics from starting points which are below skills typical for their age.
- Teaching across the school is consistently good. Teachers have strong subject knowledge which they use to plan interesting lessons so that pupils enjoy their learning. Teaching assistants provide effective support, particularly for those pupils who fall behind or are new to the school.
- Pupils who are disadvantaged, pupils with special educational needs and/or disabilities (SEND) and pupils who arrive at the school late in the primary phase make good progress.
- Spiritual, moral, social and cultural understanding is very strong. As a result, behaviour in lessons and around the school is almost always good.
- Pupils, parents, carers and staff hold very positive views of the school. The school is a happy, purposeful and safe place to learn and work.
- Governors provide very effective support and challenge for leaders and monitor the impact of additional funding very effectively.

## Full report

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

- Improve outcomes in mathematics by ensuring that more pupils become fluent in the fundamentals of mathematics in key stage 1, enabling them to further develop their conceptual understanding, mathematical thinking and use of mathematical language.
- Ensure that teachers have higher expectations and set challenging targets so that even more pupils achieve the higher standards at the end of key stages 1 and 2 in reading, writing and mathematics.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, governors and middle leaders have tackled issues head-on following a decline in standards after the last inspection. Morale is high and there is a strong 'can-do, no excuses' culture at the school. Very strong relationships between pupils and staff are reflected in the way all staff work as a team and do their best to support all pupils. As a result, the school continues to improve quickly.
- Leaders have precise views of the school's current effectiveness and improvement priorities. They have put in place clear, ambitious plans for improvement which are continuously evaluated and seen through to completion. The quality of teaching, learning and assessment has improved, and pupils overall are making good progress across a range of subjects.
- Leaders have prioritised high-quality training and support for all staff. As a result, the provision for all pupils – particularly for pupils with SEND and pupils who join the school new to or in the early stages of learning English – is good.
- Because of the investment in their development, middle leaders are knowledgeable and passionate about their areas of responsibility and are having a big impact on improving the school.
- Leaders and teachers have devised a curriculum which inspires, enthuses and engages all pupils. Teachers and leaders have worked together to plan lessons and topics which give pupils the knowledge, skills and understanding to prepare them well for their next steps in learning and transition.
- Leaders and teachers keep a close eye on how well pupils are learning and achieving. They have frequent discussions about the quality of teaching and learning, learning walks, lesson observations, checks on work in pupils' books and pupil progress meetings. This helps them to have an up-to-date, accurate view of pupils' performance.
- The accurate information the school has on pupils' progress in reading, writing and mathematics allows leaders to quickly intervene when pupils fall behind. This attention to detail is replicated across other subjects, including geography, art, PE, design and technology and science.
- All staff are proud to work at Springfield Community Primary School and are delighted with the improvements leaders have made. Staff appreciate leaders' desire to involve them in making plans for the school. Staff morale across the school is exceptionally high.
- The school's special educational needs coordinator (SENCo) has improved the quality of provision for those pupils with SEND. Accurate identification, detailed assessment and tailored provision help these pupils to make strong progress from their varied starting points.
- Disadvantaged pupils are making good progress, which is helping them catch up with their peers nationally. Leaders make effective use of additional funding to help eligible pupils overcome the difficulties they encounter when learning.
- New pupils and their families – and the growing number of pupils who arrive part way

through their primary education – are given a warm welcome, settle in quickly and have their individual learning and pastoral support needs met. The pastoral support team at Springfield Community Primary School is particularly effective.

- The school is a hive of activity every day. The school's breakfast club is attended by large numbers of pupils each morning, and there are numerous clubs, extra classes and trips out of school. These contribute well to pupils' spiritual, moral, social and cultural development.

### **Governance of the school**

- Governors are highly effective because they have the requisite skills, knowledge and experience to provide strong, strategic support and challenge for the headteacher. This has been particularly important during a time of significant change following the previous inspection.
- Governors carry out their roles and responsibilities with great skill and determination. They have a detailed understanding of the school's performance and the impact of initiatives to support further improvement.
- Governors' monitoring and understanding of the impact of funding for disadvantaged pupils and pupils with SEND are particularly effective.

### **Safeguarding**

- The arrangements for safeguarding are effective. School leaders and governors have established a culture in which the safety and well-being of pupils are the responsibilities of all staff.
- Leaders have ensured that all staff receive regular training and briefings so that they know exactly what to do if they have a concern that a pupil may be at risk from harm. Policies and procedures are clearly understood by all and the school's record-keeping with regards safeguarding is accurate.
- Leaders have established strong working relationships with other professionals and can draw on the expertise of others when needed.

### **Quality of teaching, learning and assessment**

**Good**

- Teaching at Springfield Community Primary School is continually evaluated and sharpened to ensure that lessons provide interesting activities, topics and themes which effectively engage pupils in their learning. Teachers benefit greatly from the high-quality training and support they receive and work together to plan and learn from each other. This good teaching contributes positively to pupils' good progress.
- Staff and pupils have highly positive and trusting relationships. Pupils – including those who arrive at the school part way through their primary education – feel happy and safe and, consequently, they are becoming more confident, curious learners.
- Across a range of subjects, pupils' books show that good learning and progress take place and that teachers have high expectations about presentation and the completion of work. In addition, pupils benefit from teachers' excellent subject knowledge.

- The use of assessment information is much more effective than previously. This information is used to plan interesting activities that match pupils' needs, allowing most pupils to make good progress across a wide range of subjects.
- Teachers ensure that activities are well planned and resourced. For example, a geography activity based on the theme of endangered species flowed smoothly for pupils in Year 3. Pupils engaged in interesting discussions and watched a video clip which generated real interest in the journey of turtles. Pupils had easy access to the resources they needed to fully understand this topic.
- Staff use questioning skilfully to encourage pupils to think hard for themselves and thus deepen their learning. For example, pupils in Year 6 who were challenged to work together to solve problems about fractions were asked questions such as 'How do you know it is right?'
- Teachers are skilled in encouraging pupils to cooperate and share their ideas to deepen their learning. For example, pupils in Year 4 mathematics worked well together to sharpen their knowledge of place value when adding numbers.
- However, due to some pupils not gaining basic mathematical knowledge in the past, some pupils are behind in their mathematics learning. On occasion, activities, particularly in mathematics, are not well matched to what pupils can achieve.
- Teachers provide a range of activities to promote pupils' reading skills and love of books. While speaking with a group of pupils, they explained in detail how their teachers encouraged reading and made sure that they had access to interesting books which are mostly well matched to their reading stage.
- The teaching of mathematics across the school is improving and pupils are making better progress. However, pupils need even more opportunities early on in their primary education to improve their knowledge and understanding of basic mathematical concepts.
- In key stage 1, pupils build on their knowledge from the early years and use their knowledge of phonics to support their reading of new words. Phonics is taught well and helps pupils to build essential skills.
- Pupils who arrive at the school and are new to speaking English are supported particularly well. They receive a warm welcome, integrate quickly and make good progress.
- Teaching assistants make an important contribution to the good progress pupils make. They have a very positive relationship with all pupils and often use their secure subject knowledge to support learning.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- New pupils – whether joining in the early years foundation stage or further up the school – are made to feel part of the school family quickly. Many pupils who join the school have experienced trauma or interrupted education. However, because of the

expertise of the pastoral team, all children quickly receive the support they need.

- Promoting pupils' personal development is a golden thread which runs through the curriculum. The school's work to develop pupils as leaders is exemplary. Pupils relish their responsibilities as play leaders, school councillors, ambassadors to the local network of schools and a wide range of other opportunities.
- The school takes its responsibilities for promoting healthy lifestyles seriously. Pupils spoke passionately about how to stay healthy and they have a great awareness of mental health issues and the growth mind-set. Burnley Football Club runs a successful healthy eating programme which pupils enjoy, and the PE curriculum focuses on being healthy, as well as on learning new skills.
- The lunchtime assistants remind children about healthy eating choices. Older pupils learn what makes for healthy relationships.
- The school invests heavily in developing pupils' interests, which they can take with them into adulthood. Pupils relish learning about bush craft in the forest school and representing the school in sports tournaments.
- Pupils are keen to share their learning with each other, their teachers and visitors. The classroom walls and corridors are filled with pupils' work. Pupils glow with pride when showing their books.
- Pupils say they feel safe in school and know how to keep themselves safe. They explain that there is very little or no bullying and are confident that adults will listen to them and take their concerns seriously. They are very aware of the need to stay safe when using modern technology.
- The school's use of the primary sport funding is very effective in providing a wide range of physical activities for pupils. Pupils particularly enjoy the variety of activities that help to keep them fit and healthy.

## **Behaviour**

- The behaviour of pupils is good. Pupils at Springfield Community Primary School look smart in their uniform, listen carefully to their teachers and are quick to lend a hand. Pupils work and play well together. The school is calm and orderly in lessons, in the corridors and in the dining room.
- Pupils, staff and parents are in no doubt about the high standards of behaviour that leaders expect. Teachers are quick to acknowledge good behaviour, provide gentle reminders when needed and put in place additional interventions for the few pupils who struggle to self-regulate. However, on occasion, a small minority of pupils lose concentration. This happens when teachers plan lessons which fail to engage or challenge all groups of pupils.
- The SENCo and pastoral team work well with teachers to plan effective support for pupils who have additional needs. They seek specialist advice and guidance to make sure that the school is doing everything it can to meet the needs of pupils. As a result, serious incidents are rare, but dealt with sensitively and correctly when they occur.
- Attendance has improved considerably over the last two years. Almost all pupils are in school on time every day. The attendance team reaches out to those families who struggle to get their children to school.

## Outcomes for pupils

Good

- Leaders have taken decisive action to improve the quality of teaching, learning and assessment over the last two years. Current pupils are making stronger progress than previous cohorts. As a result, after a dip in performance in reading, writing and mathematics following the previous inspection, pupils are back on track.
- The school's improvements to the teaching of phonics mean that the large majority of pupils are meeting age-related expectations.
- Pupils in Years 1 and 2 build on the good start made in the early years. Most pupils make good progress across key stage 1 in reading, writing and mathematics because teachers ensure that pupils acquire the literacy skills to help them access learning across the curriculum. However, a small number of pupils are not consistently challenged to make faster progress.
- In 2018, results at the end of key stage 2 were just below average in reading and writing and below average in mathematics. However, the school's work to improve the quality of teaching and provide additional tailored support for pupils is helping current pupils to make better progress. Inspection evidence, the school's latest assessment information and work in pupils' books show that more pupils are now improving in reading, writing and a range of other subjects.
- While pupils' fluency in mathematics and skills in problem-solving are improving, they need more opportunities to further develop their conceptual understanding and mathematical thinking and language early on to support their learning in mathematics in key stage 2.
- Reading is promoted widely across the school. A well-stocked library, inviting class reading areas and attractive reading displays encourage pupils to pick up a book and read it. Each year group has a class name linked to a literary character to pique pupils' interests, such as Gruffalos, Fantastic Foxes, Avengers and Hobbits.
- The school's focus over the past two years has been on ensuring that more pupils improve in reading, writing and mathematics. While this goal has been reached, not enough pupils are reaching the high standards and greater depth of which they are capable, particularly in mathematics.
- The large majority of disadvantaged pupils are now making good progress and achieving well in the tests at the end of each key stage in reading, writing and mathematics, and across the wider curriculum. They receive high-quality support and extra help that match their individual needs and abilities.
- Most pupils with SEND make good progress from their starting points. This is because they enjoy their lessons, are taught consistently well and have carefully targeted intervention and catch-up support.
- The growing proportion of pupils who speak English as an additional language make good progress in their language acquisition when they arrive at the school. Within a short space of time, these pupils acquire the essential language skills needed to fully take part in lessons.

## Early years provision

Good

- The early years provision is good. It is a well-organised, enjoyable place for children to play and learn in. Children look forward to arriving each morning and respond well to the purposeful learning environment. Children are happy and settle well.
- Leadership of the early years is strong. The early years leader has high expectations for all children and staff. She has built a skilled and effective team who know how to give children the best possible start to their education.
- The quality of teaching, learning and assessment in the early years is good. Adults provide a range of interesting activities, both inside classrooms and in the well-planned outdoor area. Children enjoy their learning environment.
- Children behave well in the early years. They respond well to positive role models and develop good social and communication skills. Children's personal development is promoted well. Safeguarding is effective, and children are safe and happy.
- Adults teach phonics well and instil an enjoyment of reading in the children. Role-play areas are interesting and exciting places for children to develop their imagination and creative skills.
- Staff have developed strong relationships with parents. There are many opportunities for them to come into school to discuss their children's progress.
- Children's 'learning journey' books celebrate their learning. These – together with children's writing books – show the good progress children make from their starting points in each area of learning. By the time children leave Reception, they are well prepared for Year 1.



## School details

|                         |            |
|-------------------------|------------|
| Unique reference number | 133546     |
| Local authority         | Lancashire |
| Inspection number       | 10045816   |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Maintained   |
| Age range of pupils                 | 4 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 205  |
| Appropriate authority               | The governing body   |
| Chair                               | Mrs F Stringer   |
| Headteacher                         | Mrs S Nasim  |
| Telephone number                    | 01282 437277   |
| Website                             | <a href="http://www.springfieldcps.lancs.sch.uk">www.springfieldcps.lancs.sch.uk</a>   |
| Email address                       | <a href="mailto:head@springfieldcps.lancs.sch.uk">head@springfieldcps.lancs.sch.uk</a> |
| Date of previous inspection         | 5–6 March 2014   |

## Information about this school

- Since the previous inspection, the school has a new headteacher, leadership team and new members of the governing body.
- The school is smaller than the average-sized primary school.
- The school has high numbers of pupils who join and leave the school at times other than those which are typical.
- The proportion of pupils with SEND is above average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium is above average.

## Information about this inspection

- Inspectors observed teaching and learning in each class and carried out a joint lesson observation with the headteacher.
- Inspectors looked at a wide range of pupils' workbooks.
- Inspectors held meetings with the headteacher, middle leaders, subject leaders, the leader for SEND, a group of staff and eight governors, including the chair of the governing body.
- Inspectors spoke to pupils informally in class and around the school at breaks and lunchtimes to seek their views about the school.
- Inspectors met formally with a group of pupils to discuss many aspects of school life.
- Inspectors heard a range of pupils read from across different year groups.
- Inspectors scrutinised the school website and a range of school documents, including assessment information, attendance and behaviour records and the school's own evaluation and safeguarding records.
- Inspectors considered the 13 responses to the online Parent View questionnaire, including free-text comments. They also spoke to some parents before school.
- Inspectors took account of the 21 questionnaires completed by members of staff.

## Inspection team

Gary Kelly, lead inspector

Ofsted Inspector

Ailsa Moore

Ofsted Inspector

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