

Springdale First School

Springdale Road, Broadstone, Poole, BH18 9BW

Inspection dates 12–13 November 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The relentless pursuit of excellence, underpinned by outstanding procedures for checking the effectiveness of the school's work, and highly successful strategies for addressing weaker aspects are the key to the school's success. It is exceptionally well placed to maintain its high quality education.
- This is because leadership and management at all levels and in governance are outstanding due to the headteacher's exceptionally effective team-building skills and capacity to develop other leaders' effectiveness.
- Staff and governors have a very clear picture of how well pupils are progressing and a strong determination to provide the very best level of education for each pupil whatever their needs or talents. In this they are highly successful.
- Monitoring and support of teaching quality by leaders and governors is exemplary. Opportunities for staff development take place every week, with subject leaders, for example, helping to drive forward improvement especially well.
- Teaching is outstanding, with the strongly coherent approach to promoting pupils' learning and the excellent way this always builds very effectively on their prior skills helping pupils to achieve exceptionally well.
- The high priority given to Reception children's acquisition of early communication, literacy and numeracy skills provides a very good platform for staff to build on subsequently.
- Progress is rapid, including for pupils who might be at risk of underachieving. As a result, almost all pupils reach the levels expected for their age and the majority exceed them. In reading, writing and mathematics attainment at the end of both Years 2 and 4 is high.
- Pupils thrive at the school, developing outstanding attitudes to learning due to the excellent relationships they form with adults and the very practical, interesting and challenging lesson activities provided. Their excellent behaviour is evident in all aspects of school life.

Information about this inspection

- Inspectors observed 18 lessons or parts of lessons of which two were joint observations with the headteacher. In addition the inspection team made a number of other short visits to group activities and extra-curricular activities including those for physical education and sport, heard a sample of pupils read and scrutinised a sample of pupils' written work.
- Meetings were held with groups of pupils, members of the governing body, staff including senior and middle managers, the school's self-evaluation partner and a representative of the local authority.
- Inspectors took account of the 82 responses to the on-line questionnaire (Parent View) and a small number of parents bringing their children to school were also spoken to.
- Responses from the 33 staff questionnaires were analysed.
- Inspectors observed other aspects of the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to curriculum and development planning and monitoring and safeguarding were also looked at.

Inspection team

Diane Wilkinson, Lead inspector	Additional Inspector
Simon Francis	Additional Inspector
Laura Dickson	Additional Inspector

Full report

Information about this school

- Springdale is a larger than average-sized first school with two classes in each year group.
- The proportion of disabled pupils and those with special educational needs supported by school action is below the national average as is the proportion supported by school action plus or a statement of special educational needs.
- The proportion of pupils from minority ethnic groups including those who speak English as an additional language is low.
- The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in local authority care, children from service families and pupils known to be eligible for free school meals, is low.
- The headteacher, senior and middle leaders, and specialist higher level teaching assistants provide support to other local schools.
- The inspection was carried out in response to a complaint made to Ofsted which raised serious concerns. The complaint was deemed to be a qualifying complaint and Her Majesty's Chief Inspector decided that an inspection of the school should take place to follow up the whole-school issues that were raised. Inspectors sought to establish whether the school has followed the National Curriculum for mathematics effectively, whether this subject is regularly taught in the older classes and whether the school follows the recommendations for mathematics homework as set out in its homework policy.

What does the school need to do to improve further?

- Enhance the opportunities for pupils to develop their individual creativity skills during art and design activities.
- Extend the opportunities in which the headteacher, senior and middle leaders provide support to other local schools.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils' progress is rapid because of the very effective way that staff build on pupils' skills and knowledge and show pupils how they can do really well. As they develop maturity, pupils gain an excellent understanding of how to improve and the determination to do their very best.
- Older pupils have an outstanding capacity for taking on responsibility for their own learning. As a result progress accelerates, with the proportion of pupils exceeding the levels expected for their age rising to well above that seen in most schools. Consequently, attainment in reading, writing and mathematics is high and has been for the last five years.
- Attainment on entry to Reception is broadly at the level expected for this age, but is weaker in communication and language and some early literacy and numeracy skills. For example, a significant minority of children's oral language skills are underdeveloped.
- Reception staff target these aspects especially well, with many opportunities for discussion and encouraging children to talk about their learning. The 'Show and Tell' activities where children plan a topic to explain and answer questions from their classmates are excellent. Reading, writing and number skills are promoted especially well.
- Progress in phonics (the sounds letters make in words) is excellent. Results in the Year 1 phonics screening are consistently above average; with Year 2 pupils' very good comprehension ensuring their attainment in reading is high.
- Taking full advantage of this, staff in Years 3 and 4 promote reading both for enjoyment and as a skill that can enhance pupils' learning in other subjects especially well. 'Read the question and really understand what you have to do' is a common feature in mathematics lessons.
- High quality of presentation in all pupils' written work, the result of excellent opportunities for developing handwriting, spelling and grammar skills significantly enhance pupils' attainment by allowing more time for improving the content. By Year 2, pupils use adjectives, connectives and similes very effectively to enliven their work.
- Year 4 pupils' writing is of high quality. For example, partly due to excellent reading activities which allow pupils to identify character traits through analysing conversations, their written dialogue between two characters is outstanding.
- The exceptionally strong commitment to equality of opportunity is evident in the high quality support for pupils with different needs and starting points because it is regularly adjusted to meet the needs of individuals. Consequently, all pupils achieve exceptionally well.
 - Very effective use of pupil premium funding ensures that these pupils often make even better progress than their classmates and rapidly close the gap on them.
 - Very effective in-class support and special group activities help most disabled pupils and those with special educational needs reach the levels expected for their age.
 - Pupils who speak English as an additional language make rapid progress and most of those who have been in the school for a while attain at least above average standards.
 - By the end of Year 4 excellent progress ensures the number of more able pupils increases and the proportion exceeding the levels expected is high compared to most schools.

The quality of teaching

is outstanding

- Teaching is outstanding because staff have an excellent knowledge of how pupils learn, especially in the important subjects of reading, writing, mathematics and science.
- Teachers' explanation, demonstration and use of discussion and questioning to help pupils understand are exceptionally good. This was observed in a Year 1 phonics lesson which helped pupils to carry out a considerable number of activities and make excellent progress and a Year 3 science investigation where very skilful questioning enabled pupils to discover properties of different magnets for themselves.

- Checking on how well pupils are doing during lessons and when marking their work is excellent. As a result lesson planning is of high quality because it takes full account of individual pupils' abilities and the level they are working at. The very challenging, interesting and practical whole-class or group activities provided help pupils to learn easily and do really well.
- Special groups to help pupils in danger of falling behind to catch up are equally effective and a major reason why so many of these pupils achieve the levels expected for their age.
- From Reception, pupils are very clear as to what they need to do and in 'Lets Explore' activities Reception children begin to take responsibility for their own learning recognising, for example, how they can improve their handwriting.
- This is built on very effectively in the other year groups and, together with the school's success in inspiring pupils always to do their very best, helps pupils develop excellent independent learning skills by the time they leave. Pupils have a real thirst for learning and, as staff have instilled in them, not doing as well as you can is not acceptable. These are exceptional skills for pupils to take on to the next stage of their education.
- Based on excellent relationships among staff and pupils, behaviour management is totally unobtrusive and very effective. At no time during the inspection was any pupil observed other than concentrating and working very hard. Their self-motivation is excellent.
- Homework, including in mathematics, is used very well by all staff to ensure pupils have consolidated previous learning, apply their skills in a range of different situations, gather information to use in future work or enhance their mental mathematics skills.
- The school has been very successful in ensuring that the strengths seen in teaching are applied to all lessons so that high quality learning takes place in a range of subjects such as history where pupils' knowledge is considerably enhanced.
- Skills in art and design are very well taught, for example to help design plans for making three-dimensional vehicles using information and communication technology. The school is aware, however, that pupils' individual creativity in art and design is an area for development.

The behaviour and safety of pupils are outstanding

- Pupils' excellent attitudes and behaviour make a significant contribution to the quality of their learning. Attendance levels are high.
- They take great pride in being a pupil at this school, love learning and acknowledge that not only are they always helped to do their best by staff, they are acquiring the skills that help them to determine the course of their own learning. Pupils report, 'We know that we always have to try and find out an answer for ourselves, but if we ask for help it is always very good.'
- Excellent procedures for promoting good behaviour in lessons, around the school and at playtimes mean that it is consistently outstanding.
- The school fosters good relationships and strongly discourages discrimination in any form exceptionally well. Pupils' respect for, and courtesy towards others, is exemplary and relationships throughout the whole-school community are outstanding.
- Bullying incidents, including any associated with racism, and poor behaviour are rare and always dealt with swiftly and very successfully so they rarely occur. There has been no serious incident in recent years.
- Pupils have high regard for their own and others' safety, especially when moving around the school and are very well informed on how to avoid hazards, including when using the internet.

The leadership and management are outstanding

- This is a school that exhibits excellence at all leadership levels. Benefiting from the outstanding leadership of the headteacher an exceptionally strong culture of continuous improvement has been maintained over several years.
- Those leaders who have been at the school for a long time are continually reflecting on their

practice and refining it to meet government curriculum changes and the differing needs of pupils at the school. New staff quickly adopt this way of working so class teachers reflect exceptionally well on their impact on pupils' learning.

- Staff benefit considerably from the outstanding procedures in place for monitoring the school's work. They cover a wide range of evidence from pupil assessments to work scrutiny and planning analysis. This not only gives an excellent picture of the effectiveness of the school's work, but helps ensure that all teaching staff become highly skilled in checking the quality of their work. This is one reason why subject leaders are so effective and why pupils' achievement remains high.
- Monitoring evidence, together with consultation among all staff, governors, parents and pupils themselves, helps ensure that development planning is exceptionally well targeted at any weaker aspects in the school's work.
- High quality monitoring of teaching works especially well because staff are very keen to respond to advice. Formal performance management procedures are exceptionally well focused on delivering high achievement. The very regular reviews of performance, and governors' very effective monitoring ensure they have excellent information on which to base salary increases.
- The curriculum provides excellent advice on how to build on and extend pupils' skills and knowledge. It is very well organised to link subjects together and is followed rigorously by all staff including in mathematics. There is a very effective emphasis on practical activities, encouraging independent learning skills and linking subjects together to make learning relevant. Pupils' spiritual, moral, social and cultural development is a significant strength and is why pupils' behaviour and safety are so good.
- The school has an excellent relationship with parents who provide very good support for homework and, when they can, in school. For example, parental support in an excellent phonics lesson helped lead to outstanding learning.
- The school's excellent commitment to pupils' well-being is evident in safeguarding procedures, including those for the vetting of staff, and child protection that fully meet requirements. The recently received funding for physical education is also being used effectively to enhance well-being; for example, in providing expert teaching in aspects such as dance and opportunities for staff to increase their expertise in these areas also.
- A very light touch school for the local authority, leaders actively seek and value external support for priority development areas, particularly in validating the effect of their work and providing training. The local authority strongly encourages Springdale staff to share their excellent expertise with other local schools and is keen to extend this work further.
- **The governance of the school:**
 - Governors fully share in the vision of striving to maintain high quality education for pupils and both support and challenge the school exceptionally well to ensure this happens. This is because they are especially well involved in monitoring and have a very accurate picture about all aspects of the school's work including the quality of teaching and pupils' performance data. Gaining the very best value for money is very high priority and the school benefits considerably from governors' expertise in this aspect. As a result, the allocation of pupil premium funding, mainly to provide extra staffing and resources for pupils who receive it, has had an exceptionally effective impact on the pupils' achievement. The same rigour is applied to the monitoring of teacher performance and the effectiveness of the new sports funding.

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	113702
Local authority	Poole
Inspection number	429312

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

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	The governing body
Chair	Neil Bichard
Headteacher	Ruth Leach
Date of previous school inspection	4 December 2008
Telephone number	01202 692700
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