

Springwood Primary School

Barton Road, Swinton, Manchester, M27 5LP

Inspection dates 18–19 June 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.

- Teaching is good or better in most classes due to the good subject knowledge of teachers and their ability to match tasks to the specific needs and abilities of individual pupils so that all pupils make progress.
- Pupils make good progress from their starting points, although attainment is low.
- Communication is promoted well throughout the school and senior leaders take into account the views of pupils and parents when creating the school development plan.
- The school promotes good behaviour for learning by having well established systems and routines and by instilling enjoyment into lessons.
- The school council is fully inclusive so that pupils of all ages and special educational needs have a voice in the school. Pupils communicate their views well and are positive about the school.
- The leadership and management of the school are strong due to a willingness to be reflective, consider advice from a wide range of sources and take decisive and firm action.
- There is a shared vision for all members of the school community to be the BEST: for them to Believe, Enjoy and Succeed Together. The headteacher has high expectations of pupils and staff and leads by example.
- There is a very good balance in the school of care and education for the pupils. Pupils are treated with dignity and compassion, but they are also regularly challenged to do their best.

It is not yet an outstanding school because

- The high quality training of all staff has not consistently impacted on the quality of pupils' learning and progress in all classes and subjects.
- Information on pupils' achievements is not sufficiently shared with all staff so that they can identify aspects that stop pupils' learning swiftly and take action to remedy this.

Information about this inspection

- Inspectors observed teaching and learning in 24 lessons and saw all classes. One observation was shared with the headteacher.
- Regular meetings were held with the headteacher, the deputy headteacher and assistant headteacher. Meetings were also held with other senior and middle leaders, a group of parents, staff, a school improvement officer from the local authority, and three members of the governing body, including the Vice-Chair of Governors.
- Inspectors took account of the views of twenty-nine staff who returned inspection questionnaires.
- Twenty-four responses to the on-line questionnaire (Parent View) were taken into account and a letter from a parent received during the inspection.
- Inspectors scrutinised a range of documents including the school's self-evaluation, improvement plans, monitoring records, external reports, policies including behaviour and safeguarding, information about pupils' progress and records of governors' meetings.
- A discussion was held with a group of six pupils and inspectors spoke with other pupils in lessons and around the school. One inspector listened to a group of pupils read.
- Inspectors looked at pupils' work, their targets, records of achievement and their past and current progress.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Christina McIntosh, Lead inspector	Her Majesty's Inspector
Maureen Coleman	Additional Inspector
David Halford	Additional Inspector

Full report

Information about this school

- Springwood Primary School is the only special school, for children aged 2 to 11 with complex and challenging special educational needs, to serve the whole of Salford local authority. Pupils have a wide range of needs, including profound and complex learning difficulties; severe learning difficulties; autism; and a small group with moderate learning difficulties. Many pupils have additional medical and physical needs: some of them life-limiting.
- The school shares the site with Salford Trust Therapy Services which work in collaboration with the school to provide a service to pupils and their families.
- Since the previous inspection, and following a consultation period, the school has undergone a complete staff restructure and a reduction in staff. The school currently has 110 staff.
- Over half of the pupils are eligible for the pupil-premium funding which is well above the average. The pupil premium is additional government funding provided to schools based on the number of pupils in local authority care and those known to be eligible for free school meals.
- There are nearly three times as many boys as girls; most pupils are of White British heritage.
- The school is linked with a National Leader of Education from Kingfisher School.

What does the school need to do to improve further?

- Continue to improve teaching and learning to promote better progress by:
 - using the new curriculum to provide greater opportunities for literacy and numeracy skills to be taught through all subject areas
 - sharing the analysis of pupils' progress data more explicitly with staff so they can tackle more swiftly identified areas that restrict pupils' progress
 - developing staff expertise, through training and established links with other schools, to increase the consistency of high quality teaching and learning and speed up the school's journey to becoming an outstanding school.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their individual starting points. All pupils' attainment is significantly below national expectations of pupils in mainstream schools due to their complex and challenging learning difficulties. There are a few more-able pupils, but none approach standards typically expected for their age.
- Teachers regularly check pupils' learning in a lesson to ensure that their targets are met and recognise and celebrate the progress made by each pupil, for example, a pupil being able to securely communicate their choice for the first time, recognising sounds related to letter combinations, or standing and taking their first step independently in school.
- The system used to measure and demonstrate progress is shared with parents. The 'home to school' books are used well to relay information to help parents reinforce their child's learning at home.
- Photographic evidence to demonstrate pupils' progress is kept in their records of achievement and pupils show a pride in their achievements which are displayed around the school.
- Pupils are well prepared to deal with the next stage in their education both within the school and when transferring to another school. Staff work hard to ensure that what the pupils are learning is relevant and enhances their life skills.
- Gaps have narrowed for pupils eligible for pupil premium funding. Boys and girls do equally well. There are no significant differences in progress for any pupils.
- Parental and pupil views are very positive about the recent computer technology improvements which have led to increased pupil progress.
- Progress is monitored through tracking pupils' learning in class against their targets, through commercial programmes and comparison with national progression materials. However, the analysis of whole school data is not sufficiently shared with all staff so they understand why pupils make less than expected progress in some areas and what they can do to improve outcomes for pupils.

The quality of teaching is good

- Teaching in most classes leads to pupils making good or better progress due to the good subject knowledge of teachers; high expectations of the staff; and their ability to match tasks to the specific needs and abilities of individual pupils. Lessons include a degree of challenge to ensure that pupils attempt the next step of progress.
- However, in a minority of classes, opportunities to challenge the more able are sometimes missed, so they do not make more than expected progress.
- Teachers are aware of the varied starting points of pupils and adults in classes are using pupils' individual targets to plan activities and monitor progress more consistently. This means that lessons are more purposeful and effective.
- Most teachers use skilful questioning and adapt tasks and activities to secure good learning and progress.
- Pupils who met with an inspector said they are happy to be in school and even if they find some of the work demanding, staff are always available to help them achieve. In most of the lessons observed, pupils were engaged in their learning and enjoyed celebrating their own and other pupils' achievements.
- Reading, writing and mathematics are taught well because teachers have good subject knowledge and have implemented ideas from their recent training into lessons. However, there are some missed opportunities for developing and reinforcing these skills across all subjects.
- An effective induction, training and coaching programme has improved the quality of teaching in

the school. Staff talk positively about the benefits of working across the range of special educational needs to ensure greater consistency for the pupils. However, due to the changes in staffing, the impact of the training has not consistently impacted on pupil progress in all classes and subjects.

- Staff are skilled in using a range of pictures, signs and symbols to increase the communication skills of pupils, so that all pupils can demonstrate the progress they make to their teachers.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school promotes good behaviour for learning by having well established systems and routines and by instilling enjoyment into lessons. As a result, staff manage behaviour calmly but firmly and pupils conduct themselves well and develop good attitudes towards learning.
- Behaviour around the school, in lessons and during social time is good. Low-level disruption is kept to a minimum in class and lessons proceed well with timely and appropriate response by staff.
- There are no exclusions recorded.
- Pupils treat each other well. They take turns and listen well to each other. They have strong and purposeful relationships with their teachers and personal carers.
- The school's work to keep pupils safe and secure is good. The school environment is bright, well-cared for, safe and secure. There is a lack of shade in the outside area for Early Years' Foundation Stage children. Due to a lack of storage there are several items of specialist equipment kept on corridors; however, this is well managed by the staff when escorting pupils around the school.
- The school curriculum helps to develop positive relationships, for example, through educational visits and social opportunities for pupils to mix with other pupils in the school and the wider community. However, pupils' understanding of different forms of bullying is limited.
- The school has robust policies and procedures for recording and monitoring incidents and is vigilant about ensuring the safety and welfare of its pupils.
- The school council members communicate their views successfully and are positive about the school.
- School strategies to promote attendance are thorough and generally successful: so much so that attendance is broadly in line with national averages and well above the average for special schools nationally.

The leadership and management are good

- The leadership and management of the school are strong, due to leaders' willingness to be reflective, consider advice from a wide range of sources and take decisive and firm action.
- The school's shared vision was reached by involving all members of the school community following the staffing restructure, so that there is increased consistency in approach as the school moves forward. The senior and middle leaders are fully supportive of the headteacher, due to the culture she has established of listening to and empowering staff to take responsibility and find solutions to problems. As a result, there is greater uniformity of approach by the permanent members of staff in a vibrant and purposeful learning environment.
- However, leaders are still relying on temporary or supply staff which affects the consistency of approach for the pupils. The school is addressing these issues with rigour to ensure improved quality of provision for pupils and that staff morale remains positive.
- Well-planned, bespoke training has made use of external and internal expertise although some of the impact of the training has yet to filter through into improved outcomes for pupils.

- The journey from 'requires improvement' to 'good' has been a difficult one for the school, but the positive response from staff and governors, coupled with high quality support from the local authority and the attached National Leader of Education, has enabled the school to achieve a 'good' judgement in all aspects of the inspection. The headteacher has extensive links with other schools within and beyond the local authority, which she uses to good effect.
- The joint working with health professionals on site enhances the provision for pupils and parents and has a positive impact on pupil attendance and emotional well-being.
- The school meets all requirements regarding the single central register and safer recruitment practices.
- The school has a well-designed website, which includes clear accountability of the pupil premium funding and its impact on pupils' progress. The gap in achievement has narrowed as a result of well-targeted support.
- Sport funding has also been well deployed and early indications show that this has had a positive impact on improving healthy lifestyles for pupils by increasing their participation in a wider range of activities through working in partnership with other schools and local partners. The school has ensured that this impact is sustainable by training staff to continue the work started and train others within the school and beyond.
- Pupils' spiritual, moral, social and cultural development is a strength: it permeates all aspects of school life, for example through singing in the school choir, learning to speak French, learning about the Chinese New Year parades and other religious and cultural festivals.
- Parents, who met with an inspector, said how much they appreciated the informative school coffee sessions for parents to learn more about using signs, symbols and understand how progress is measured.
- The local authority provides good support and challenge. Senior leaders and governors speak highly of their working relationship with the local authority. The school improvement officer was quick to respond when the school required improvement. He provides checks on the quality of teaching and the achievement of pupils; and effective guidance and challenge to senior leaders and governors. The local authority has supported the school during the staff restructure and sourced expertise from within and beyond its boundaries to provide specialist training.
- **The governance of the school:**
 - Governance has continued to improve and develop as new governors have been appointed. Governors know the school well through their attachment to subjects, frequent visits to the school and their ability to ask challenging questions. The governing body has a realistic view of the strengths and areas for development in the school through its involvement in the school's self-evaluation and development plans. Governors carry out their statutory duties and all necessary safeguarding checks and policies are in place. The governing body has been working with a National Leader of Governance and with the local authority to ensure that their skills and training are kept up to date and relevant.

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	132153
Local authority	Salford
Inspection number	442400

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	167
Appropriate authority	The governing body
Chair	Balvant Patel
Headteacher	Lesley Roberts
Date of previous school inspection	27 November 2012
Telephone number	0161 778 0022
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