

Inspection of Spring Vale Primary School

Kenilworth Crescent, Parkfield, Wolverhampton, West Midlands WV4 6SD

Inspection dates: 9–10 October 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

Pupils enjoy their learning and life at school. They appreciate the challenge and encouragement teachers provide. Teachers want and expect pupils to do their best. Learning is always interesting, and the school expects every pupil to do exceptionally well, which they do.

Pupils look forward to coming to school and wear their uniform with pride. They value the strong sense of community and belonging. Pupils' behaviour is impeccable in lessons and around the school site. Bullying is rare. If it does happen, staff deal with it quickly and well. Pupils feel safe and appreciate the support that they receive. They told us that all staff are friendly and approachable.

Pupils really enjoy the opportunities for learning outside the classroom. They enjoy the wide range of trips and activities on offer. Pupils have new experiences that bring their learning to life. This prepares them well for the next steps in their education.

Pupils enjoy playing a wide range of sports. They are proud to represent their school in many local sports events. Many pupils also choose to learn to play several musical instruments.

Relationships with parents and carers are strong and they value the dedication of the staff.

What does the school do well and what does it need to do better?

Leaders are knowledgeable and have planned the curriculum well. They support teachers well by making sure that they have the skills and strong subject knowledge they need. Pupils can remember, and build on, their learning because the curriculum is well structured and organised. As a result, they make very good progress across the curriculum. In science, for example, good planning helps pupils to build on their knowledge of the digestive system well from one year to the next. In 2019, pupils' outcomes in reading, writing and mathematics were above the national average at both key stage 1 and key stage 2. Pupils throughout the school are very well prepared for the next steps in their education, including being ready for secondary school.

In the early years, children settle quickly into the nurturing environment staff create. Children's abilities and needs are identified quickly through teachers' careful assessments. Teachers use this information well to identify what children need to do next. They develop children's early mathematics, language and communication skills effectively. Children take part in activities that develop their understanding of the world. This helps to make sure that they are well prepared for Year 1 and beyond.

Leaders give high priority to the teaching of early reading. From the start of

Reception, pupils quickly grasp phonics. Pupils are well supported, and very few fall behind. The books pupils read are well matched to their phonic skills. Staff read pupils engaging stories, which helps them to enjoy reading and to read often.

The mathematics curriculum is well planned and is delivered effectively. Teachers and teaching assistants have received high-quality training to teach mathematics well. Teachers plan learning that encourages pupils to develop problem-solving skills effectively.

Teachers know the pupils well and provide for their range of abilities. They support pupils with special educational needs and/or disabilities (SEND) very effectively. They plan next steps in learning carefully and they keep a close eye on how well pupils with SEND are doing. They provide extra support to meet individuals' needs. This means that pupils are not left behind.

Pupils develop resilience, confidence and the ability to be independent. For example, being in the school council helps pupils to develop leadership skills. It also gives them a say in how the school is run. Pupils are committed to the school's values. Pupils show an appreciation and acceptance of different cultures and the differences of others.

The headteacher and governors have made sure that there is a good mix of skills and expertise across the teaching staff. Staff value how senior leaders consider their well-being and workload. Leaders gave this extra consideration during the recent building and refurbishment of the school.

Safeguarding

The arrangements for safeguarding are effective.

All staff and governors receive regular training. The headteacher gives weekly safeguarding updates. Safeguarding is a priority for all staff. Staff understand the safeguarding risks within the school context.

Leaders log all concerns and take appropriate actions where necessary. Leaders check staff's suitability to work with children and record the findings appropriately.

Pupils benefit from a wealth of age-appropriate information related to different dangers. This helps them to manage risk and act sensibly, including when online.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	104330
Local authority	Wolverhampton
Inspection number	10088419
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	289
Appropriate authority	The governing body
Chair of governing body	Matthew West
Headteacher	Christopher Blunt
Website	www.springvaleprimary.co.uk
Date of previous inspection	12 July 2018

Information about this school

- The school was last inspected under section 5 of the Education Act 2005 on 8 and 9 July 2014. A monitoring visit was carried out on 6 September 2018.
- In the early years, children attend Reception class full time.
- The school has breakfast and after-school provision.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Subjects considered as part of this inspection were reading, mathematics, physical education and science. We carried out a detailed scrutiny of pupils' work in these subjects and talked with pupils about their learning.
- Inspectors looked at a range of work across the school. Inspectors completed lesson visits to all year groups, examined pupils' work and considered published data about the school's performance.
- Inspectors observed pupils' behaviour and school routines in their classes, at breaktimes and when moving about the school site.
- The inspection team considered 48 responses to Ofsted's online questionnaire,

Parent View. Inspectors spoke with pupils and staff. This included the headteacher, deputy headteacher, special educational needs coordinator and governors. Inspectors also looked at the 25 responses to Ofsted’s online questionnaire for staff.

- Inspectors examined school documents, including policies and records relating to behaviour, attendance, exclusions, health and safety, and safeguarding.

Inspection team

Steven Cartlidge, lead inspector Ofsted Inspector

Ellen Taylor Ofsted Inspector

Gail Peyton Ofsted Inspector

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