

Springfield Primary School

Inspection report

Unique Reference Number	134083
Local Authority	Birmingham
Inspection number	381605
Inspection dates	10–11 October 2011
Reporting inspector	Michael Farrell

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	682
Appropriate authority	The governing body
Chair	Roger King
Headteacher	Christopher Webb
Date of previous school inspection	15 October 2008
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Age group	4–11
Inspection date(s)	10–11 October 2011
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Introduction

This inspection was carried out by four additional inspectors. Seventeen lessons were observed, taught by 16 teachers. Meetings were held with parents, staff, partners to the school, groups of pupils and the Chair of the Governing Body. Inspectors observed the school's work, and looked at a range of documents including school development planning, data on pupils' progress, policy and practice relating to safeguarding and scrutinised 171 questionnaires from parents and carers, together with those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and rate of progress of both boys and girls and whether they are progressing as well as possible.
- The curriculum for information and communication technology, the resources used and the impact on other subjects.
- The quality of engagement with parents and carers including the support of children and their families whose circumstances make them vulnerable.

Information about the school

This is a larger-than-average primary school. Almost all pupils are of minority ethnic heritage, mostly Pakistani. A high proportion of pupils speak English as an additional language. Many begin school speaking little or no English. The school has a higher than average percentage of pupils identified as having special educational needs and/or disabilities. A high percentage of pupils are known to be eligible for free school meals.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

Springfield is a good school. The smiling faces of pupils are a common sight. The school promotion of community cohesion is excellent because it knows its population of pupils very well indeed and focuses deeply on involving pupils locally, nationally and internationally. As a result, pupils make an outstanding contribution to the school and the wider community, for example linking with schools in other countries and supporting other countries in times of difficulty. Care, guidance and support of pupils are good. For children and their families whose circumstances make them vulnerable, it is especially strong because the school acts with great commitment and in a timely manner to resolve any difficulties, drawing on well-developed partnerships.

Pupils make good progress as they pass through the school and reach broadly average levels at the end of their final year. All pupils including those with special educational needs and/or disabilities and pupils who speak English as an additional language make good progress. Boys and girls progress equally well because they participate equally in lessons and the well-planned range of activities offered engages the interests of all pupils. This progress also reflects the good teaching found throughout the school, the good deployment of teaching assistants and the effective use of interesting learning resources. The well-structured curriculum supports the good outcomes in learning and personal and social development. The school has considerably improved its provision for information and communication technology (ICT) since the previous inspection. There is now a very well-resourced computer suite enabling pupils to develop skills and knowledge with great enjoyment. Opportunities for pupils to apply these ICT skills and knowledge across the curriculum are more limited because of the few computers in classrooms.

The school is led and managed well and the headteacher, a strong driving force in the school, and staff are always seeking improvements. The school is a welcoming place and parents and carers appreciate the way staff make themselves available to discuss any matters of concern or celebration. Parents and carers are engaged well and the school works patiently in developing areas where there may be different views. Assessments are carefully used in different classes to help focus teaching and drive up standards. There has been variation in attainment and progress over recent years and the school does not analyse pupils' progress data across the whole school as fully as it should to try to ensure more consistent progress year-on-year.

Effective self-evaluation ensures the school knows its strengths and weaknesses,

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enabling it to successfully determine suitable priorities. Teaching and the assessment of work in pupils' books is thoroughly monitored and areas for improvement are sharply identified. Leaders and managers are clear about their roles and the responsibilities of others, so their combined efforts are effective. The school has sustained its numerous good aspects since the previous inspection and has improved the promotion of community cohesion so that it is outstanding. All this gives the school a good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve pupils' opportunities to apply their ICT knowledge and skills through
 - embedding opportunities to use ICT across the curriculum
 - making more computers available in classrooms across the school.
- Ensure greater consistency in pupils' progress year-on-year by rigorously and consistently analysing and acting on whole school data.

Outcomes for individuals and groups of pupils

2

Pupils often enter the Early Years Foundation Stage with skills below, and sometimes well below, those expected. They make good progress so that at the end of their primary schooling, their attainment is broadly average. Progress in mathematics is stronger than in English. Pupils enjoy their learning as indicated by their attitude in lessons and by their punctuality and above average attendance. Pupils with special educational needs and/or disabilities make good progress because individual programmes address specific needs, reinforced well by additional support. In a numeracy lesson younger pupils made good progress in understanding and working out the 'median' of a group of numbers. Behaviour was well managed using a range of effective strategies. Pupils gained confidence in explaining their working out because they were listened to in an atmosphere of respect. The teaching assistant circulated conscientiously to ensure pupils understood and stayed on task. Those with special educational needs and/or disabilities were supported effectively. Older pupils made good progress in an ICT lesson because the tasks they were required to learn were clear and explained well by the teacher. The pace of the lesson was brisk and pupils talked in pairs at various points to help each other.

Pupils say they feel safe in lessons and around the school, and questionnaires and face to face discussions with pupils support this. They are confident in the staff and know they can talk to adults in the school if anything is worrying them. Behaviour is good and pupils are caring towards each other, welcoming to visitors and proud of their school. They know about healthy eating and exercise, and have appropriate understanding of physical, emotional and mental health issues. Economic skills and knowledge are developed effectively, supported by experiences giving pupils an insight into the world of work and by their good progress in literacy and numeracy.

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Above average attendance has been achieved through offering considerable support to families to encourage their children's regular attendance. Spiritual and cultural development is particularly strong making a powerful contribution to pupils' understanding of and contribution to the community. Pupils show considerable care for each other and contribute enthusiastically through the school council. The school enjoys very strong links with a Christian school and with the local mosque. International awareness includes links with a school in Calcutta and raising a considerable sum of money for the Pakistan flood relief.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good because teachers have good knowledge and understanding of their subjects and use praise well to encourage pupils to do their best. Teachers work closely with teaching assistants to ensure pupils make good progress. A wide range of resources is used to stimulate pupils' interest but there are few computers available outside the ICT suite so that pupils' opportunities to apply ICT skills in different subjects are limited. Work is marked effectively so pupils recognise where they have done well and how they can improve. Teachers use questioning effectively to check that pupils understand what they are learning and adjust their teaching accordingly. Assessments and information on what pupils have understood in earlier lessons is used well to set challenging targets, to inform teaching and to help teachers measure pupil progress over time. Most lessons are marked by good pace and a range of activities that motivate. Just occasionally the part of the lessons where teachers are explaining is too long and pupils begin to lose concentration,

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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slowing progress where this occurs.

The curriculum is well structured so that pupils' progress is supported effectively. Other subjects across the curriculum support literacy and numeracy strongly. Personal and social development and academic progress are enriched and extended by the curriculum. Topics, using a wide range of attractive resources, provide a popular vehicle for learning. Many pupils attend faith meetings after school. Planning incorporates trips and visits for each year group which complement the curriculum. Since the previous inspection, the school has opened a well-equipped ICT suite enabling pupils to develop their ICT skills and knowledge.

In the school's welcoming environment, the care, guidance and support of pupils contribute forcefully to their increasing confidence and good well-being of individuals and groups of pupils. Individual pupils are well known and cherished. Pupils' various needs are very carefully assessed and responded to. For pupils and their families whose circumstances make them vulnerable, the school puts enormous effort into improving their circumstances, working very closely with other agencies through meetings and visits. Strong systems and hands-on help promote above average attendance. Transitions to different classes and to secondary education are planned smoothly.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Strongly led by the headteacher, staff are ambitious to improve all aspects of the school's work because the ethos of the school is one of openness and seeking ways to do better. Teaching is monitored regularly and constructively and lesson observations are coordinated with examining pupils' work to build up a fuller picture of how pupils are doing. Members of the governing body undertake appropriate training to ensure they fulfil their statutory duties effectively. Governors direct their skills towards constructively holding the school to account and supporting it well. The various sub-committees focus on important areas and governors have a clear view of the strengths of the school and priorities for improvement, monitoring progress in these carefully.

The school works tirelessly to engage parents and carers and to listen to sometimes very disparate views and find a way forward. There is a strong commitment towards equality of opportunity, reflected in the fact that there is no difference in outcomes

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between different groups of pupils. A wide range of partners including Children's Services and partner schools work closely with the school to enhance safeguarding and the support of pupils with special educational needs and/or disabilities. These links are especially effective in supporting pupils and their families whose circumstances make them vulnerable. Safeguarding procedures, overseen by the governing body, are thoughtfully developed and carefully put into practice. Inspectors note the particular care with which the routines at the beginning and end of the school day helped to keep pupils safe. Risk assessments are well-considered. This contributes to pupils strong feelings of safety and well-being. Community cohesion is at the heart of the school's work and is excellent. It is promoted through the school knowing its pupils very well indeed, planning thoroughly to develop this area and evaluating the school's work with great care. School displays and the school's multi-faith approach reflect the school's international outlook.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children often enter with skill levels below those normally expected for children of this age. They make good progress and develop well in this phase because teaching is engaging, uses attractive resources and includes the effective deployment of well-trained teaching assistants. Children explore with great enjoyment, behaving well, playing happily beside other children or cooperating with them. One group of children were observed very tentatively touching some very large snails and discussing what they were doing. In the Nursery, a large tray of autumn leaves and twigs attracted children's interest while the teacher skilfully extended children's language. Some outstanding lessons were observed. Children settle into the provision quickly and develop confidence in the very supportive setting. Both the indoor and the outdoor environment are rich in imaginative stimulation, for example

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using wall murals and attractive activity areas. Safety is promoted well and children respond to the calm environment by behaving with growing consideration towards others. Care towards each is taught through all areas of learning. Leaders and managers provide a clear direction, for example ensuring staff provide a good balance between activities that the children chose themselves and those that an adult initiates. The setting promotes learning well in different areas of learning and personal, social and emotional development has been consistently strong. Very strong links with parents and carers make them welcome and feel confident about their children's safety. Target books effectively support home learning and reading. Strengths and weakness in teaching and in developing activities are identified and acted upon. Because staff know the children and their needs well, support is well focused. Data is collected and used consistently but the analysis and evaluation of data could be further extended.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents' and carers' views were gathered from responses to questionnaires, face to face meetings with a large group of parents and carers and through telephone contacts. These indicate positive views of the school in a wide range of areas. Among areas in which there was a comparatively higher level of negative views in questionnaire responses was that of the school taking account of concerns. Inspectors looked at this and found that the school makes concerted efforts including through the parents' forum' and other meetings to listen to parents and carers and take their views into account. In fact the school works hard and patiently to take account of sometimes disparate views, although not all responses suggest this is always fully effective. Among the most positive areas was that their children enjoyed school. Parents and carers who met an inspector were profoundly appreciative of what the school offers, and the openness of the staff to meeting them and listening to them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Springfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 171 completed questionnaires by the end of the on-site inspection. In total, there are 682 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	47	86	50	3	2	1	1
The school keeps my child safe	77	45	80	47	9	5	4	2
The school informs me about my child's progress	52	30	99	58	15	9	2	1
My child is making enough progress at this school	41	24	100	58	22	13	2	1
The teaching is good at this school	53	31	101	59	8	5	4	2
The school helps me to support my child's learning	46	27	90	53	23	13	3	2
The school helps my child to have a healthy lifestyle	62	36	92	54	10	6	3	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	27	89	52	19	11	2	1
The school meets my child's particular needs	45	26	100	58	18	11	3	2
The school deals effectively with unacceptable behaviour	53	31	92	54	12	7	9	5
The school takes account of my suggestions and concerns	46	27	89	52	18	11	8	5
The school is led and managed effectively	53	31	95	56	9	5	8	5
Overall, I am happy with my child's experience at this school	70	41	81	47	10	6	4	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 October 2011

Dear Pupils

Inspection of Springfield Primary School, Birmingham, B13 9NY

It was a great pleasure to meet you when my colleagues and I inspected your school recently. Thank you for making us feel so welcome and showing us your smiling faces so often.

Springfield is a good school. It is well led and managed. Your curriculum is good and in your topics there are plenty of things for you to look at and explore. The teaching and way you are cared for are good. For some of you and your families the support is excellent. You make good progress in your learning and development and you told us that you enjoy school a good deal. You make an excellent contribution to the community around you and further afield. You behave well and we found you very polite.

There are two things the school could do better so I have asked the staff to:

- give you more opportunities to develop your computer skills in a wide range of subjects;
- use the information about how well you are doing better, so that year-on-year your progress continues to improve.

You can help with this by continuing to work hard in your computer lessons and when the school provides you with opportunities to use computers in other lessons, doing your very best. You should also ensure that you always do the very best work you can so you can make the best of your abilities.

I wish you the very best for your future. It really was lovely to meet you.

Yours sincerely

Michael Farrell
Lead inspector

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