

# Springfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	122721
<b>Local Authority</b>	Nottingham
<b>Inspection number</b>	380520
<b>Inspection dates</b>	2–3 November 2011
<b>Reporting inspector</b>	Andrew Saunders

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Lawrence
<b>Headteacher</b>	Jane-Belinda Francis
<b>Date of previous school inspection</b>	28 April 2009
<b>School address</b>	Lawton Drive Bulwell Hall Estate Nottingham NG6 8BL
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	2–3 November 2011
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## Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 14 lessons taught by nine teachers. Meetings were held with senior leaders, staff, members of the governing body and pupils. Inspectors spoke informally to pupils, parents and carers. They observed the school's work, and looked at a range of documentation including the school's own self-evaluation, school improvement plan, records tracking the progress of pupils and safeguarding documentation. In addition, questionnaires collected from pupils in Key Stage 2 and staff were analysed along with 38 questionnaires from parents and carers.

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

- Inspectors evaluated the effectiveness of the school's strategies to raise attainment and increase progress, particularly for boys and in mathematics.
- They considered how well assessment is used to ensure teaching is focused and work closely matched to the needs of pupils.
- They looked at the impact of strategies to raise attendance and improve behaviour, and how well pupils are able to manage their own behaviour.
- Inspectors reviewed the effectiveness of leaders across the school in tackling the key issues to raise achievement.

## Information about the school

Located in an urban area of Nottingham, this smaller-than-average primary school serves its local community. About 60% of pupils are known to be eligible for free school meals; this proportion is well above the national average. Most pupils come from a White British background, although an increasing proportion of pupils come from a range of other backgrounds. A higher proportion of pupils than usual joins or leaves the school other than at the typical times of transfer. The Early Years Foundation Stage comprises a Nursery class and a Reception class. Pupils in Years 1 and 2 are taught in mixed-age classes; pupils in Years 5 and 6 are taught in mixed ability groups for literacy and mathematics. The school runs a breakfast club for pupils at the school.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school because the achievement of pupils is satisfactory. There are strengths in the care, guidance and support for pupils and the Early Years Foundation Stage.

- The headteacher has understood the issues facing the school and has ensured that strategies to increase attendance and improve behaviour have been robustly implemented.
- Attendance is broadly average but is continuing to improve because the school has good systems to follow up any pupil who is not at school and to remind parents, carers and pupils of the important benefits of regular attendance.
- Most pupils enjoy learning and the very large majority of parents and carers agree that their children enjoy school.
- The good care, guidance and support for pupils are further strengths which help some pupils to overcome considerable difficulties they face. Pupils feel well cared for because of the good relationships with adults and the support they get.
- Attainment has risen in recent years and is now broadly average by the end of Year 6.
- Pupils make satisfactory progress overall, but progress is not consistent across all year groups because some teachers spend too long explaining what pupils need to do and so pupils do not develop enough independence in getting on with their own work.
- The quality of teaching is satisfactory, but varies from class to class; in the best lessons, teachers use a wide range of strategies to involve pupils and match work closely to the needs of groups of pupils; in other lessons, the pace of learning is not brisk enough.
- There is a systematic approach to teaching the linking of letters and sounds for younger pupils, but this is not as effective for older pupils.
- Pupils with special educational needs make good progress because they are supported in their work and helped to understand the emotions they experience. Some pupils facing considerable challenges in their lives make outstanding progress because of the support of the school.
- Strategies to deal with the challenging behaviour of a few pupils are robust and consistently implemented, so that the learning of other pupils is not disrupted. However, the wider community does not fully understand the school's approach to managing behaviour and some parents and carers are concerned about the effectiveness of the school in dealing with unacceptable behaviour.

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- Pupils' spiritual, moral, social and cultural development is good; pupils have a good grasp of their own beliefs, carefully consider moral issues and learn to get along with one another.
- Improvements to the Early Years Foundation Stage have been effective and this area is now a strength of the school.

The headteacher has an accurate view about the work of the school, and has ensured that there are appropriate plans to continue building on the recent successes. Together with the increasing confidence of the governing body in challenging the school, this means that the school has satisfactory capacity to sustain and bring about further improvements.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and ensure pupils make more consistent progress year on year, by:
  - ensuring that all teaching is good or better and lessons proceed at a brisk pace
  - increasing opportunities for pupils to get on with their work and develop their independence.
- Further improve the reading and writing skills of pupils across the curriculum, by implementing a consistent and systematic approach to linking sounds and letters across the school.
- Work closely with parents and carers as well as other partners to increase the understanding of the whole community about the school's approach to managing behaviour.

**Outcomes for individuals and groups of pupils****3**

When they join the school in the Nursery, children typically have skills and knowledge which are below those expected for their age, particularly in communication, language and literacy, and the use of numbers. They make good progress so that by the time they join Year 1, many have developed the skills they should have, although their writing and calculation skills are still below those expected for their age. During Key Stage 1, progress is uneven. By the end of Year 6, boys and girls have made satisfactory progress in their learning, with improvements in English and particularly mathematics. In lessons where teachers adapt their approach and keep the pace brisk, and where pupils are given time to work independently, pupils make good progress. While the attainment of boys has

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been lower than that of the girls this reflects the needs of particular cohorts. Boys and girls make similar progress from their starting points. During these lessons, tasks are usually carefully matched to the needs of pupils. For example, pupils in Year 4 enjoyed making a diagram of their journey to school and used a wide range of vocabulary to explain their ideas. However, the quality of teaching is variable and, when teachers spend too long explaining, pupils do not develop the independence they need to ensure good progress. Progress is also constrained when the tasks pupils are given lack challenge and are too closely directed by the adults.

Pupils feel safe at school and know what they can do to stay healthy. They enjoy taking on responsibilities, for example as football referees, on the school forum for the local group of schools, or by helping younger pupils with reading. Pupils usually get along very well and help one another to be considerate and remember the school's golden rules. At times, they need reminders about what is expected; they understand the systems to deal with behaviour and feel these work well. When they occasionally fall out, they know that adults will take them seriously and help them resolve the issues. The opportunities to interact with pupils from other schools, for example on the camping trip to a local secondary school, help them to widen their view of the world. Pupils enjoy learning about other cultures and exploring the celebrations and beliefs from other religions. They regularly raise funds to help those who are less fortunate than themselves, and respond sensitively to opportunities to reflect about the world around them. Consequently, their spiritual, moral, social and cultural development is good.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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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## How effective is the provision?

Good working relationships between pupils and the adults are evident in lessons. Teaching is improving as teachers share best practice and develop the curriculum to reflect more closely the interests and needs of pupils. For example, the texts that are used to support each topic are carefully chosen to appeal to boys and girls. In most lessons, teachers ensure tasks are based on examples in the world outside school, and get pupils actively involved in interesting activities. In the best lessons, teachers ensure there is a good pace and they use a wide range of strategies to involve pupils in learning throughout the lesson. Lesson plans follow a consistent format and the aims and objectives for learning are shared with pupils at the start of lessons, which helps to focus the activities pupils do. However, there are occasions when pupils have to listen to their teacher for too long. The focus on providing helpful experiences on which to base their ideas, as well as opportunities for writing extended pieces, mean that pupils' enjoyment and attainment in writing are improving. Strategies to link sounds and letters are taught confidently to younger pupils, but older pupils do not benefit from a systematic approach. This constrains the reading and writing of some pupils, especially in the broader curriculum. A good range of resources, including information and communication technology, is used well to develop skills and present work in a variety of ways. Systems to collect information about how well pupils are doing are now well established and used increasingly well to set targets for pupils which help them to know what they need to do next. Marking similarly helps to point out their next steps of learning. In the best examples, pupils are routinely expected to respond to these comments, but this is not consistent across the school. The curriculum is enhanced by a range of extra-curricular and enrichment activities, including music and ice-skating, and sporting opportunities. School visits and residential trips broaden pupils' horizons and develop their social skills.

Good procedures and regular training ensure that staff are well aware of how they can support pupils, particularly those whose circumstances may make them more vulnerable. There is a caring and supportive ethos throughout the school, exemplified by that in the nurture group. These pupils are helped to understand the importance of the choices they make. Staff are sensitive in responding to each situation depending on the needs of the pupils concerned. A minority of parents and carers were concerned about the effectiveness of the school in dealing with unacceptable behaviour. Inspectors found that the school's systems are appropriate and effective, but that these are not always understood by the wider community. Attendance is improving significantly as a result of the school's robust monitoring of any absence and work with other partners and families, to ensure pupils attend school regularly. There are further effective links with various agencies and other education partners which help ensure that pupils with special educational needs and/or disabilities receive the help they need to succeed. Arrangements to support pupils when they make the transition to secondary school are good. The breakfast club provides those who attend with a calm start to their day, although the range of activities available is limited. It is a good example of the partnership between the

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school and parents.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

There is a good sense of teamwork among the staff, and a determination to ensure pupils are helped to develop well as learners. The monitoring of teaching and learning by senior leaders is accurate in identifying where strengths lie and there are developing strategies to share best practice. However, middle leaders are not yet fully involved in such monitoring and, consequently, improvements have been slow to become embedded at all levels. A sound commitment to ensuring equality of opportunity means there is a satisfactory and steady closing of gaps in performance between boys and girls in English and mathematics. This also accounts for the increased progress of groups of pupils with special educational needs and/or disabilities.

Governance is satisfactory. The monitoring activities of members of the governing body are not always sufficiently well focused. They are developing ways of gathering and considering the views of parents and carers more effectively; opportunities to find out the views of the pupils are less well developed. Nevertheless, individual governors use their skills and links with the school to provide active support. Safeguarding procedures are robust and the school ensures that regular reviews and training mean that the best practice is identified and implemented. For example, changes to the start of the day have helped to ensure the site is secure. There are good links with parents and carers, with various ways in which information is shared, including the text-messaging service, the newsletter for the community and opportunities to learn about the curriculum. However, the school acknowledges that parents and carers do not always understand its approach to managing behaviour and bullying. Arrangements to promote community cohesion are satisfactory. While the school does much to help pupils be a positive part of the school and local communities, links with wider communities are more limited.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account:	
The leadership and management of teaching and learning	3

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle quickly because of helpful routines and the care of staff. Adults are adept at developing children's speaking and listening skills. The well-structured focus on teaching letters and sounds has had a considerable impact on improving children's progress in these areas. Analysis of the performance of the children in the Reception class last year shows that they made good progress to reach the expected level of development by the time they moved to Year 1. Systems to track and monitor progress are well established and used to identify any children who need additional support.

Children develop their skills as learners because staff know their needs well and give them lots of opportunities to use spoken language. They are helped to become independent in the choice of what activities they do. Good leadership and management have resulted in close collaboration and good teamwork between staff. This enables children to feel confident and ensures their health and well-being. Joint sessions with the Reception and Nursery classes mean that adults are deployed effectively and the outdoor area is well used. Children show great curiosity in their surroundings and the good range of activities available. There is a good balance of adult-led and child-initiated activities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

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## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was below average. The very large majority indicated that they felt their children enjoy school; this view was confirmed by the informal comments of those to whom inspectors talked at the school gates. The proportion of positive responses to other questions was similar to responses elsewhere. However, a minority of parents and carers disagreed that the school deals effectively with unacceptable behaviour. Some of these comments indicated that parents and carers disagreed with the school's established procedures. Inspectors found that the school has carefully considered and reviewed all the procedures for managing behaviour, and that the school continues to reflect on how it can make these even more effective. While these procedures help most pupils to behave well, there are a very few pupils who display challenging behaviour. These pupils often have additional needs which are carefully considered by the school, so that the procedures to manage such incidents are robust and effective. Inspectors found that the school has had considerable success in helping these pupils to improve the choices they make.

## 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	34	23	61	2	5	0	0
The school keeps my child safe	16	42	17	45	5	13	0	0
The school informs me about my child's progress	10	26	20	53	8	21	0	0
My child is making enough progress at this school	11	29	23	61	0	0	2	5
The teaching is good at this school	9	24	28	74	1	3	0	0
The school helps me to support my child's learning	13	34	21	55	2	5	2	5
The school helps my child to have a healthy lifestyle	6	16	29	76	1	3	2	5
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)	12	32	23	61	2	5	0	0
The school meets my child's particular needs	11	29	23	61	0	0	3	8
The school deals effectively with unacceptable behaviour	8	21	11	29	7	18	11	29
The school takes account of my suggestions and concerns	11	29	16	42	4	11	7	18
The school is led and managed effectively	8	21	22	58	3	8	5	13
Overall, I am happy with my child's experience at this school	15	39	18	47	3	8	2	5

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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



4 November 2011

Dear Pupils,

**Inspection of Springfield Primary School, Nottingham, NG6 8BL**

Thank you for welcoming us when we visited your school recently. You told us that you like coming to school, and we could see that your attendance has improved. The adults care for you well and, as a result, you feel safe in school. You have a good understanding of how to stay healthy and keep fit; you particularly enjoy the opportunity to try ice-skating. You help each other in school, for example by learning to referee or help younger pupils learn to read. Most of you behave well, although a few of you find this more difficult. You said that the school helps you to remember what is expected of you, for example through the golden rules.

Your school gives you a satisfactory education. The headteacher and staff are working hard to help you make faster progress, and reach higher standards in mathematics and English. One way they have done this is by making sure the curriculum is interesting for both boys and girls. Those of you who find learning more difficult are supported well and you make good progress.

The headteacher is determined to keep making your school better and better. She has a clear plan to improve things. We have asked her to make sure that all the teaching is at least good, that lessons carry on at a quick pace and that teachers give you more chance to get on with your work, without too much help. You can help by making sure you try things for yourselves before asking for help. I have also asked the teachers to help you develop your reading and writing skills by using some of the best ideas the teachers have across the school.

Above all I hope that you will continue to play a positive role in your school and make the most of the opportunities you have to learn and develop. We wish you all the best for the future.

Yours sincerely

Andrew Saunders  
Lead inspector

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