

# Springfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	109866
<b>Local Authority</b>	West Berkshire
<b>Inspection number</b>	378000
<b>Inspection dates</b>	24–25 November 2011
<b>Reporting inspector</b>	Barbara Atcheson

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>	300
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David O'Riordan
<b>Headteacher</b>	Angela Hay
<b>Date of previous school inspection</b>	9 February 2009
<b>School address</b>	Barton Road Tilehurst Reading RG31 5NJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 23 lessons, taught by 12 teachers. They also held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at school policies, including those relating to safeguarding pupils, the governing body minutes and planning documents. They scrutinised pupils' work and evaluated questionnaires returned from 127 parents and carers as well as those returned by staff and pupils.

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

- Whether the quality of teaching and learning and the rigour and accuracy of assessment is good enough to ensure that all pupils are challenged at the right level and make good progress.
- The progress and attainment of boys and pupils with special educational needs and/or disabilities in mathematics.
- The provision for pupils with special educational needs and/or disabilities and its impact on their outcomes.
- The effectiveness of leaders at all levels in raising achievement and sustaining improvement.

## Information about the school

This primary school is larger than average. A very large majority of the pupils are White British. A below-average proportion of pupils are identified as having special educational needs and/or disabilities, including those with a statement of special educational needs. Their needs mainly relate to speech, language and social communication difficulties, moderate and specific learning difficulties, emotional behavioural difficulties and hearing-impairment. Very few of the pupils are known to be eligible for free school meals. Children in the Early Years Foundation Stage are provided for in one Early Years Foundation Stage Unit. The school runs a breakfast and after-school club.

**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

This school provides a good education for its pupils. Under the headteacher's clear guidance, ably supported by the senior leadership team and members of the governing body, the school has improved year on year. Parents and carers recognise the improvements that have taken place. One parent, expressing views of many said, 'I have seen the school go from strength to strength, which as a parent is very reassuring and pleasing.' Senior leaders are quick to identify what needs to be done and implement successful measures. As a result, the school has recovered from the dip in attainment at the end of Year 6 in 2009 so that in July 2011, pupils at the end of Year 6 reached levels of attainment that were significantly above average in all subjects. Senior leaders and staff are united in their commitment to ensure that this upward trend is maintained. Recently introduced initiatives which make learning far more practical have accelerated progress in mathematics, particularly for boys and pupils with special educational needs and/or disabilities. These concerted actions to raise standards, based on the school's clear and accurate review of its performance, demonstrate its good capacity to sustain improvement.

Pupils enjoy school and attendance rates are high. Their behaviour is outstanding. They are highly considerate and very supportive of each other. They feel very safe, secure and ready to learn. They have a clear understanding of what they need to do to live a healthy lifestyle and take their responsibilities seriously. Parents and carers appreciate the good care, support and guidance that the school gives their children and are very supportive of all that the school does. They enjoy an excellent partnership with the school and this helps them make a very positive contribution to their children's learning.

Children make an excellent start to their learning in the Early Years Foundation Stage unit, where Reception and Nursery children delight in the rich, imaginative experiences that bring an excitement and relevance to their learning. Throughout the rest of the school, pupils make good progress overall. They achieve well as a result of the school's good partnerships with schools and other agencies in promoting learning and well-being and a creative curriculum. Teaching is generally good and some is outstanding. However, there are a few inconsistencies. There are occasions when teachers' expectations of the quality and quantity of pupils' work are not as high as it should be. There are also a few times when teachers move pupils' learning on before ensuring that everyone has understood. As a result, the rigour and accuracy of classroom assessment are not always as sharp as they should be. Although most teachers are skilled at listening to pupils' responses and using their

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own good subject knowledge and understanding to probe pupils' thinking and deepen their understanding, this is not always the case. Senior leaders are keen to tackle these areas of weakness by ensuring that the outstanding practice that exists within the school is shared more widely.

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

- By January 2013, increase further the amount of good and outstanding lessons by ensuring that all teachers:
  - have high expectations of the quality and quantity of pupils' work
  - check pupils' learning in lessons regularly so that misconceptions are not overlooked
  - listen carefully to pupils' response and use questioning to deepen their understanding.
- Improve the leadership and management of teaching and learning by ensuring that the outstanding practice that exists within the school is shared more widely.

**Outcomes for individuals and groups of pupils****2**

Children start school with a range of skills and knowledge that is similar to that found nationally. They make outstanding progress to enter Year 1 above the levels expected. This high level of progress continues on into Year 1 because transition is smooth and the excellent practice is continued. All pupils, regardless of their ability, gender or ethnicity, continue to make good progress through the rest of the school, with a higher than average percentage of the current Year 6 on track to reach Levels 4 and 5 in all subjects, including English and mathematics. In 2011, girls made more progress than boys in mathematics. A concerted focus on making mathematics more practical has paid dividends, so that all are now making good progress. This good progress accelerates where teachers use their own expert subject knowledge well to ensure that pupils' learning develops securely. This was seen in a Year 3 and 4 mathematics lesson where pupils got straight down to their 'minute maths'. The teacher's high expectations spurred them on to get the twenty out of twenty expected for their tables each day. The teacher then used the interactive white-board extremely well to bring the interpretation of graphs alive. Pupils confidently articulated their thinking and the teacher listened closely and asked key questions which structured their learning securely. Pupils with special educational needs and/or disabilities make good progress as a result of the well-targeted support that they receive from their teachers and teaching assistants.

All pupils work and play harmoniously. They say there is very little bullying and know that there will always be someone who will listen to them if they have a problem. Pupils feel extremely safe, are very aware of how to stay safe and know what they must do to lead healthy lifestyles. They enjoy a healthy choice at lunchtime and drink water or juice rather than fizzy drinks. They are proud to be members of the school

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council and have made a presentation using a software programme to involve more pupils in their projects. Pupils’ social, moral, spiritual and cultural development is good. Pupils know right from wrong. They are caring and considerate to each other. As a result, they form strong relationships, both with each other and with adults. They have a good understanding of cultural diversity, gained through the curriculum and exciting weeks such as the Springfield Carnival where pupils tasted food, danced, made headdresses, wore costumes, and played music from all over the world.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>1</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Pupils enjoy lessons where teaching is focused and purposeful and they can play an active role in their learning. For example, in a Year 1 lesson, all pupils were totally engaged in the very wide range of numeracy- and literacy-based activities which provided meaningful links to the story of the Great Fire of London. Throughout the lesson, the dialogue between pupils, teaching assistants and the teacher was highly effective in encouraging and motivating pupils’ learning. The teacher constantly checked and rechecked what pupils could and could not do and, as a result, pupils thoroughly enjoyed learning and made exceptional progress. Although teaching is typically good and sometimes outstanding, there are occasions when the teacher, keen to move learning forward at a brisk pace, does not check that all pupils’ learning is secure, misconceptions go unnoticed and learning gaps develop. In a few lessons, the teacher’s expectations are not high enough and pupils do not always give of their best. On the few occasions when teachers do not listen carefully to

<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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pupils’ answers, learning is not as closely tailored to pupils’ needs as those lessons where teachers are skilled in using questions to scaffold pupils’ learning securely.

A creative curriculum provides imaginative opportunities for pupils to become involved in their own learning. Good links between subjects make learning meaningful. The termly mixed-phase theme weeks such as ‘Carnival’ and ‘Anti-bullying’ add to pupils’ enjoyment of learning and make a positive contribution to the good progress that they make.

The good level of care, guidance and support enjoyed by each pupil and their families ensures that every pupil participates fully in all aspects of school life. Provision for pupils with special educational needs and/or disabilities is good. Effective partnerships with a range of extended services support pupils and families, particularly those in circumstances that make them more vulnerable, and improve their learning and well-being, especially when they have to face difficulties. Transition between classes and onto the next stage in their education is well planned, and very good links with parents and carers ensure that pupils move smoothly from one stage to the next. The popular breakfast and after-school club provides a good opportunity for social interaction, and pupils enjoy a wide range of activities in a safe environment which provide an informal but valuable variety of learning experiences.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher’s passion and commitment to improvement are shared by the school community. Leadership and management are effectively distributed across all levels of the school and this has proved to be a powerful tool for improvement. Senior leaders use a range of rigorous monitoring and evaluation activities relating to teaching and learning but there is further scope for the good and excellent practice that is to be found within the school to be shared to ensure a greater consistency in the quality of teaching and learning. The school’s performance is monitored and evaluated systematically and used carefully to make effective plans for improvement. All teachers are held to account through pupils’ progress meetings, where the school’s accurate tracking system highlights any underperformance. This, together with the school’s good care and guidance for all pupils, ensures that the school’s provision to secure equal opportunities and to tackle discrimination is good. The school places the promotion of equality of opportunity at the heart of all its work.

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There is no discrimination.

Members of the governing body have a good knowledge and understanding of the school because they are linked to classes and take an active interest in what goes on. There was a time when parents and carers were not able to identify the governors easily, but new lanyards, photographs outside classrooms and two governors on the parent council have gone a long way to address the situation. Senior leaders and members of the governing body take great care to ensure that procedures for the safeguarding of pupils, including training, are effective and regularly updated. Checks on the suitability of adults to work with children are thorough and child-protection arrangements are very secure and updated regularly. Partnerships with parents and carers are outstanding. The parent council has made an important contribution to improving communication. Whiteboards now flag up what is happening each day and pupils’ books are sent home so that parents and carers can see and discuss pupils’ targets. Community cohesion is promoted successfully within the school through in-depth topics such as ‘Who do we think we are?’ and a very successful carnival. Consequently, pupils are very tolerant and respectful of each other and display a good knowledge and understand of the lives and beliefs of people in other areas of the country and the global community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The Early Years Foundation Stage Unit is a hive of activity. Reception and Nursery children are so engrossed in their activities that they sustain concentration for long periods. There was even great excitement in the hunt for words on the reading list, which had been hidden outside. Children thoroughly enjoy the great emphasis placed on practical activities and outdoor learning, particularly the ‘Monkey Do Monday’



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when they spend the whole day learning through the environment of the local copse. The staff skilfully use the children’s enthusiasm for stories like ‘*The Three Little Pigs*’ as a vehicle for every aspect of children’s learning. Children’s paintings of the three houses were lively and colourful because they had real straw, sticks and bricks in front of them as they painted. Adults use questioning very well to deepen children’s thinking. For example, a group of children had given no thought to how straw, sticks and bricks had become embedded in ice. Skilful questioning by adults led them to think more deeply about the changes that occur when water is frozen. Teaching assistants provide highly focused help for children with special educational needs and/or disabilities.

The children settle quickly to the welcoming atmosphere because personal development is very good, relationships are strong and the children are cared for very well. The staff foster positive attitudes to learning and, as a result, behaviour is excellent, and children are very confident and sustain their concentration. Children feel very safe and know who to go to should anything concern them. They show that they know how to keep safe through their play and know how to use real tools safely. Staff know the children exceptionally well. They foster high levels of independent learning skills through a range of highly imaginative, well-planned tasks, both inside and out.

Partnerships with parents and carers are excellent. They are very appreciative of the high level of care for their children and are safe in the knowledge that all safeguarding procedures are securely in place. A recent trip to Norway to research excellent practice in outdoor play illustrates the depth of commitment to improvement that exists in the excellent leadership and management of this key stage. The whole unit is dedicated to ensuring that whatever the children do in school is related to their individual needs. Consequently, the children benefit from outstanding provision for their welfare, learning and development.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

In the above-average return of questionnaires, most of the parents and carers were positive about all aspects of school life. Evidence from the inspection supports parents’ and carers’ views that children enjoy school and that care for their health and safety is good. It also supports parents’ and carers’ views that teaching is good and that the school is led and managed well. A few parents and carers commented

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that the school does not deal effectively with unacceptable behaviour. However, behaviour during inspection was found to be outstanding. The team's view concurred with that of the pupils who said that the school sorted out any problems quickly and effectively.

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### 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 127 completed questionnaires by the end of the on-site inspection. In total, there are 300 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	93	73	30	24	1	1	0	0
The school keeps my child safe	89	70	36	28	0	0	2	2
The school informs me about my child’s progress	81	64	44	35	1	1	0	0
My child is making enough progress at this school	75	59	48	38	4	3	0	0
The teaching is good at this school	84	66	41	32	0	0	0	0
The school helps me to support my child’s learning	73	57	49	39	5	4	0	0
The school helps my child to have a healthy lifestyle	68	54	56	44	0	0	0	0
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)	71	56	51	40	0	0	0	0
The school meets my child’s particular needs	73	57	47	37	4	3	0	0
The school deals effectively with unacceptable behaviour	58	46	58	46	6	5	2	2
The school takes account of my suggestions and concerns	43	34	76	60	4	3	0	0
The school is led and managed effectively	69	54	54	43	4	3	0	0
Overall, I am happy with my child’s experience at this school	92	72	33	26	2	2	0	0

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.**



26 November 2011

Dear Pupils

**Inspection of Springfield Primary School, Tilehurst RG31 5NJ**

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us with our work. Your school gives you a good standard of education and there are a lot of things your school does well.

You work hard in lessons and make good progress because teaching is good. Teachers work hard to make learning fun and involve everyone properly. The school provides exciting lessons and an interesting range of extra activities. You told us that you enjoy school and that you feel very safe. We found that everybody in school looks after you well, especially those of you who have difficulties from time to time. We were impressed with your understanding and knowledge of how to keep fit and your healthy lifestyles. We could see that you behave extremely well, get on well with each other and help the school to run smoothly.

Your headteacher and staff are keen that you do well and have made sure that the school is safe, and they are working hard to make learning better for you. They know that there is still work to be done to make the school even better. We have asked the school to do two things.

- It should make sure that teachers always help you to do the very best you can and that they regularly check that you understand what you are doing in lessons. It should also make sure that teachers listen carefully to your answers so that they can give you even more help in your learning.
- It should ensure that teachers share what they do well so that you always do the very best you can.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson  
Lead inspector

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