

Springfield Primary School

Inspection report

Unique Reference Number	112762
Local Authority	Derby
Inspection number	378555
Inspection dates	5–6 December 2011
Reporting inspector	Jo Curd

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair	Mia Morgan-Ford
Headteacher	David Blackwell
Date of previous school inspection	16 March 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. They observed 11 lessons which involved all six of the school's teachers. Discussions were held with parents, carers, pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books; the school development plan; policies and procedures relating to safeguarding; assessments of pupils' progress and attainment; and lesson plans. They analysed 53 questionnaires from parents and carers, 15 from staff and 81 from pupils.

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

- To what extent the slightly slower progress by middle ability pupils can be explained by elements of provision.
- To what extent improvements in assessment have impacted on the quality of teaching.
- How well leaders and managers can demonstrate that developments, especially in Key Stage 2, are secure and robust leading to longer-term improvements overall.

Information about the school

There are far more boys than girls in this relatively small school. The Reception and Year 6 classes are taught as discrete age groups; other classes have a combination of two year groups. The proportion of pupils from minority ethnic backgrounds is lower than in most other schools; these pupils come from a diverse range of backgrounds, most are of Black African or Caribbean descent. The proportion of pupils who speak English as an additional language is much lower than the national average. The proportion of pupils with special educational needs and/or disabilities is in line with the national average. Most special needs are moderate learning difficulties or behavioural, emotional and social difficulties. The number of pupils on roll has dropped over recent years but is now beginning to rise. There have been significant changes of staffing since the last Ofsted inspection. This includes the deputy headteacher, coordinators of core subjects and all but one member of the teaching staff. Over half the current teachers joined the school in September 2011. The school has received external accreditation for its use of information and communication technology (ICT) and for being an 'Active' school, promoting sport and physical exercise.

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

2

Main findings

This is a satisfactory school which is improving rapidly. Leaders have successfully driven developments and progress is improving throughout the school. Attainment at the end of Year 6 is rising in English and mathematics and is now broadly in line with the national average. Staff, pupils, governors, parents and carers are all positive and share a common vision and high ambitions for all the pupils. Relationships are good and pupils are cared for well. Parents and carers are very appreciative of all that the school does, particularly the commitment and friendliness of staff and how happy their children are to attend. One, voicing the feelings of most, said, 'Springfield is a happy safe school that enables my children to learn and develop within a nurturing environment. I couldn't be happier with the dedicated staff and amazing headteacher'.

The experienced, skilled and very caring headteacher has successfully driven improvements throughout the school. One parent or carer, voicing the views of most, said, 'We moved to the school two and a half years ago. The difference in the school to how it is now is dramatic. The headteacher has obviously worked hard to make improvements, both its structure and the teaching, shows he cares about every pupil'. Another said, 'He is respected utterly by his staff, parents and governors.'. He has successfully developed the dedicated governing body and a highly effective, senior leadership team. Together, they ensure that pupils' progress, well-being and safety are at the centre of all changes. They have focused strongly on mathematics and English and have successfully raised attainment in each. They have improved the reliability of assessments; the environment such as the school library; resources, especially structured reading programmes; and teachers' skills and subject knowledge, especially for mathematics. Other subjects and the links between them are not so well developed.

The quality of pupils' learning has improved since the last inspection. There is more good teaching and none that is inadequate. However, progress is not always as good as it could be. Teachers do not consistently use their assessments of pupils well enough to vary activities, so that these always provide a suitable challenge for all groups. This is particularly true for middle-ability pupils, as the more able are often challenged well, just as those who find learning more difficult are supported effectively in small withdrawal groups and well-focused intervention programmes. Marking is up to date but does not always make it clear how pupils can improve their work and teachers do not give them time to do so. Lesson aims and activities are not always easy to understand. This slows progress and reduces the effectiveness of help

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that assistants and other volunteers can give.

Capacity to sustain improvement is good. Leaders have a positive track record of using accurate self-evaluation to prioritise, focus and implement school improvement. Developments are beginning to show a positive impact on outcomes and pupils' progress which is now satisfactory. Morale is high. Staff are hardworking and fully committed to maintaining and improving developments further.

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?

- Improve the quality of teaching so that by the end of July 2012 the vast majority of lessons are good or better by:
 - using assessments more effectively, before and during lessons, to ensure that activities are suitably challenging for all pupils, including those who find learning neither easy nor difficult
 - ensuring that all adults are very clear of the aims for learning and how they can help all pupils achieve them
 - ensuring that pupils understand tasks, how to achieve them and how they can develop their learning further.
- Improve learning further by developing subjects and linking these in a relevant meaningful way.

Outcomes for individuals and groups of pupils

3

Pupils achieve satisfactorily. They start in the Early Years Foundation Stage with skills and experiences that are below those expected for their ages. Due to some weak teaching in the recent past, progress through the school has been erratic. More recently, largely due to improvements in the quality of teaching, progress is satisfactory overall and good in some classes. Taking the last three years into account, attainment at the end of Year 6 has been broadly in line with the national average. Middle-ability pupils sometimes make slower progress because they occasionally have less input than other groups and tasks are not always sufficiently challenging. Pupils from other groups, such as boys, girls and minority ethnic backgrounds achieve in line with others of similar starting points and capabilities.

In one purposeful and pacy Year 6 lesson, all groups of pupils made good progress in recognising the equivalence between decimals and fractions. All groups of pupils were well engaged, behaved and motivated. Three adults, two volunteers and one classroom assistant ensured that small group discussions were well focused and the teacher identified and addressed misconceptions quickly and effectively. In another lesson pupils were well behaved and very motivated, identifying adjectives in a text

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about wolves. However, they made slower progress because they did not really understand the task. Some assistants were not sure about the activity, which limited the effectiveness of their support. It took a while for the teacher to address the misunderstandings.

Pupils feel safe and know that adults in the school are always there to help them. They have a good understanding of how to keep healthy through exercise and eating a balanced diet. They are keen participators in sports lessons and after-school clubs. They contribute well within school through serving on the school council, acting as a school prefect to support younger pupils, operating equipment in assemblies and helping with jobs around the school. Opportunities to contribute to the wider community are satisfactory and include raising money for charity and occasionally singing in the community. Pupils are adequately prepared for later life and learning because they develop good relationships, attend well and reach broadly average standards in literacy, numeracy and information and communication technology.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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	3
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	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

At the time of the last inspection some teaching, especially in Key Stage 2, was poor. Most teachers are new since then and, through regular monitoring, training, and visits to see teaching elsewhere, practice is rapidly improving. Strengths include the use of interesting tasks, a high ratio of adult support and pupils' eagerness to learn. Assessments are frequent and accurate. Some teachers make better use of these than others, especially to challenge more-able pupils and support those who find

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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learning more difficult.

Leaders have focused on the core skills of English and mathematics in order to raise attainment and ensure that pupils are adequately prepared for later life and learning. While ensuring that all the required subjects are covered, they are aware that these are less well developed and embedded. Links between subjects are at an early stage. The curriculum is enriched well through visits and visitors, along with a range of popular after-school clubs.

Effective support is speeding up progress and raising attainment. Positive relationships help all pupils to feel safe and develop confidence and self-esteem. A number of case studies show how vulnerable pupils have settled and blossomed during their time at the school. As one parent said, 'Our son started at the school in Year 4. He was made welcome, has come out of his shell and become a confident, polite, engaged, happy young man who loves going to his new school'. Good engagement of parents and carers and effective systems to encourage attendance have resulted in rates which are above the national average and still rising.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders, including governors, are successfully driving and embedding ambition and improvement. The governing body is knowledgeable and supports and challenges the school well. The school's reputation, role in the community and number on roll are all improving. Leaders take leading roles in developing other schools, and improving links between education and social care. Effective links with other professionals enrich the curriculum, extend resources and successfully contribute to good levels of care and support, even though support in class is not always as effective as it could be. Parents and carers are effectively engaged in pupils' learning through informal conversation at the beginning and end of the day. They also have regular consultations about their children's progress and workshops on how to help learning at home.

Policies and procedures for safeguarding are well organised, thorough and robust. Leaders have diligently and prudently addressed deficits in the budget and spent money on extending resources and improving parts of the school environment. They have successfully addressed some weaknesses in the quality of teaching through strategic monitoring, training and new appointments. Teachers are improving their

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knowledge and skills well. However, some inconsistencies remain between subjects and classes, which limit equality of opportunity for all pupils. Opportunities for pupils to experience and learn about a diversity of cultures are at a relatively early stage of development but are gradually improving. All pupils are valued and get on well together. The school’s contribution to community cohesion is satisfactory. Leaders have analysed the social makeup of the school and locality, and are beginning to implement their clear, ambitious plan of how they can contribute to cohesion. Pupils raise money for local, national and international charities and sing at local care homes. The school hosts weekly events, such as keep fit for the community. Leaders are now beginning to evaluate the impact of these events in order to implement and develop their plans further.

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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage are safe, settled and well behaved. A strong emphasis on communication, language and literacy means children are making good progress in reading and writing due to good leadership and management. Progress in one or two other areas of learning is slightly slower. Provision is satisfactory overall. Occasionally, activities for problem-solving, reasoning and numbers are not used effectively to develop children’s knowledge. This is because they are not always clearly shown how to improve their skills, for example, in forming numerals. Children successfully develop confidence and independence. The refurbishment of the playground provides an attractive and suitable space for children to develop skills of running, pedalling and climbing. Children are happy and parents and carers are appreciative. The leadership of the Early Years Foundation Stage is good. Working closely with the new staff, the Early Years Foundation Stage coordinator is successfully supporting the development of the provision. Staff share a

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clear vision for, and focus on, children’s learning and development. Detailed and thorough assessments show them clearly what children do and do not yet know and exactly where they need to progress to next. The coordinator has also driven significant improvements in the environment and is continuing to strengthen already good links with parents, carers and other schools.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers are positive about all aspects of the school. Nearly all feel their children learn well about health, are kept safe and are happy with their overall experience. A slightly smaller proportion of parents and carers, although still a very large majority, felt that inappropriate behaviour is dealt with well, or that children are well prepared for the future. Inspectors investigated these aspects through observations, records and discussions with leaders, staff and pupils. They found that most pupils behave well in and out of class and that the very few pupils who have challenging behaviour are generally managed well. Inspectors found that pupils are adequately prepared for the future because they behave and attend well, and attain standards broadly in line with the national average. Inspectors have asked the school to improve the curriculum and teaching so that attainment will rise further and pupils will be better prepared for the next steps in education and life.

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 53 completed questionnaires by the end of the on-site inspection. In total, there are 134 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	74	12	23	0	0	0	0
The school keeps my child safe	34	64	16	30	3	6	0	0
The school informs me about my child’s progress	30	57	20	38	2	4	0	0
My child is making enough progress at this school	25	48	25	48	2	4	0	0
The teaching is good at this school	29	55	22	42	1	2	0	0
The school helps me to support my child’s learning	26	49	23	43	3	6	0	0
The school helps my child to have a healthy lifestyle	26	49	23	43	1	2	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)	21	40	21	40	6	11	0	0
The school meets my child’s particular needs	28	53	23	43	2	4	0	0
The school deals effectively with unacceptable behaviour	23	43	25	47	0	0	0	0
The school takes account of my suggestions and concerns	24	45	25	47	1	2	1	2
The school is led and managed effectively	32	60	19	36	2	4	0	0
Overall, I am happy with my child’s experience at this school	33	62	18	34	1	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).

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.



7 December 2011

Dear Pupils

Inspection of Springfield Primary School, Derby, DE21 7AB

Thank you for being so friendly and welcoming when we visited your school recently. All the things you told us really helped us with our work.

We think that your school is satisfactory and getting better. We know how much most of you enjoy it and are glad that rates of attendance are higher than in most other schools. Relationships are good and you are all cared for well. There have been lots of changes and improvements recently, for example the books in the library are more interesting and up-to-date, and you enjoy your new reading books very much. You spend a lot of time learning English and mathematics. Your writing has improved greatly since the last inspection. Some other subjects are not quite so effective and are not always linked well to help your overall understanding. Over recent years progress has been slower over Key Stage 2. This has improved and is now satisfactory. By the end of Year 6 standards are broadly in line with the national average. School leaders, including governors, have worked well to improve things. The quality of lessons has improved.

Occasionally, work and activities are not challenging enough for some of you. You do not always understand tasks or know how you can improve your learning. Occasionally some helpers are not clear about the aims of lessons or how they can effectively support you to achieve them. You do not always get time to make improvements to your work which teachers suggest in their marking. We have asked school leaders to improve these so that you can all make even better progress. You can all help by continuing to work hard and telling your teachers if you do not understand or when things really help you with your learning.

With our very best wishes for the future.

Yours sincerely

Jo Curd
Lead Inspector

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