

Springfield Primary School

Springwood Crescent, Grimsby, Lincolnshire, DN33 3HG

Inspection dates 9–10 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In too many lessons, particularly in Years 1 to 4, teachers' planning does not fully meet the needs of all pupils; in some lessons more-able pupils are not stretched enough and in others work is too challenging for some.
- Where teaching is less successful, time is lost in lengthy introductions and explanations. Pupils are not given a clear understanding of what they are to learn and whether they have been successful in their learning.
- Pupils' progress is too uneven in Years 1 to 4 because teaching is not of sufficiently good quality.
- Throughout the school, standards in writing are not as high as in mathematics and reading. This is because pupils have insufficient opportunities to practise their writing skills regularly and expectations of the more-able pupils particularly are not high enough.
- While leaders and managers monitor the school's performance regularly, the monitoring lacks rigour. Expectations of staff are not always high enough to secure good achievement for pupils in all classes.
- The governing body, while very supportive, is not sufficiently involved in checking the accuracy of the school's self-evaluation.

The school has the following strengths

- There is good and outstanding teaching in the school, especially in the Early Years Foundation Stage and in Years 5 and 6.
- Children make a good start to their learning in the Early Years Foundation Stage.
- The teaching of reading is good. Improved provision for mathematics is accelerating progress in this subject. Pupils attain above average standards in mathematics and reading by the end of Year 6.
- Pupils' behaviour is good; attendance is well above the national average. Pupils feel safe, happy and well cared for at school.
- Leaders are providing teachers with good training and support to improve their performance, but as yet this guidance has not had time to impact fully on the quality of teaching in all classes.
- Most parents are very positive about the school.

Information about this inspection

- Inspectors observed 19 lessons, four of which were joint observations with the headteacher. In addition, inspectors made a few other visits to classes, looked at pupils’ workbooks and listened to a number of children read.
- Meetings were held with pupils, the Chair of the Governing Body and two other governors, senior and middle managers and a representative from the local authority.
- In presenting the inspection findings inspectors took account of the 31 responses on the on-line questionnaire for parents (Parent View), one letter from a parent and feedback to the school from parents.
- Inspectors observed the school’s work, and looked at a number of documents, including the school’s own data on pupils’ progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Karen Foster

Additional Inspector

Kathleen Yates

Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school. Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- The percentage of pupils supported at school action is below average, as is the percentage supported by school action plus. The proportion of pupils with a statement of special educational needs is average.
- While the majority of the children start in the Early Years Foundation Stage at the age of three, a significant proportion join the school in the Reception Year from a range of other pre-school settings.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Accelerate the progress of pupils, particularly in Years 1 to 4, by improving teaching, so that it is consistently good or better by ensuring that:
 - pupils are clear about what they are to learn and how they will know if they have succeeded
 - teachers' planning matches the needs of all pupils effectively and that all pupils are challenged suitably, particularly the more-able
 - teachers deploy teaching assistants to greater effect throughout the entire lesson
 - teachers give more time to assess pupils' understanding and achievement by asking probing questions
 - all teachers mark pupils work regularly and provide clear guidance to pupils as to how they might improve their work.
- Raise achievement in writing throughout the school by ensuring that:
 - pupils have more opportunities to write independently and at length in literacy and other subjects
 - all teachers have higher expectations of all pupils, but particularly the more able
 - the good progress in literacy seen in the Early Years Foundation Stage is maintained successfully through Years 1 to 4.
- Improve the leadership and management of the school by ensuring that:
 - the monitoring of teaching is rigorous, accurate and more specifically focused on evaluating the impact of teaching on outcomes for pupils
 - senior managers use the good and outstanding teaching that exists in the school to influence high performance in all classes
 - teachers and teaching assistants make effective use of the training and support they receive to improve their performance so that teaching is consistently good in every class
 - the governing body has a thorough understanding of the school's provision and outcomes and is fully involved in checking that the school's self-evaluation is accurate.

Inspection judgements

The achievement of pupils

requires improvement

- Children start in the Early Years Foundation Stage at levels typical for their age. A significant proportion joins the school in the Reception Year. Irrespective of their starting points, all children make good progress because teaching is consistently good or better. Achievement is good and a significant proportion exceed the expected levels by the end of the Reception Year.
- This good progress is not maintained in Years 1 and 2 because teaching is too variable in quality. Standards at the end of Year 2 are broadly average. Too few pupils attain above-average levels in writing and mathematics because expectations are not high enough to accelerate achievement. Achievement in reading is good because it is generally taught well.
- Pupils' progress in Years 3 and 4 is similar to that seen in Years 1 and 2. Current pupils in these classes are working at age-related levels in these classes.
- Pupils' progress accelerates rapidly in Years 5 and 6 because teaching is consistently good or better and teachers have higher expectations of pupils. At the end of Year 6, standards are above average in reading and mathematics. Standards in writing are not as high, with too few pupils achieving above-average levels.
- Overall achievement requires improvement because progress is too uneven across the school to secure and sustain good achievement. Teaching is not consistently good to ensure that all pupils achieve well in every class. Occasionally, where teaching is not good, a few pupils become restive and inattentive and this slows their progress.
- Pupils who are disabled or have special educational needs receive appropriate support to achieve as well as their classmates. Where pupils have specific needs, the school identifies specialist support to ensure that these pupils achieve successfully.
- The progress of pupils known to be eligible for pupil premium is generally similar to that of others eligible for pupil premium nationally. The school has invested its additional funds to purchase new reading materials and deploy additional teaching assistants and this is having a good impact on the progress of these pupils in reading.
- Pupils have a good grasp of a range of strategies to promote their reading. Children learn to recognise letters and the sounds that they make very effectively in the Early Years Foundation Stage. They learn to blend sounds and build words confidently and build successfully on this good foundation as they progress through the school. Pupils' good achievement in reading is not reflected in the quality of their writing because pupils do not practise their skills sufficiently to achieve more.

The quality of teaching

requires improvement

- The quality of teaching over time, particularly in Years 1 to 4, requires improvement because teaching is not consistently good in every class.
- In the best lessons in Years 5 and 6 and in Reception, teachers use assessment to plan work that matches pupils' needs effectively. They ensure that more-able pupils are stretched and others achieve successfully through effective support. Through probing questions teachers assess pupils' understanding and provide clear and constructive guidance to help them improve their work. Teachers make the purpose of the learning clear and keep their introductions brief so pupils remain enthusiastic. For example, children in the Reception class were thrilled to read three-letter words successfully and eagerly moved on to construct their own words successfully.
- In too many lessons while elements of good practice exist, teaching is not planned well enough to accelerate progress. In these lessons, work is not always matched accurately to pupils' needs; for some it is too easy and for others too difficult. Sometimes introductions are too long for all pupils to sustain concentration. Consequently, when they start their work, some pupils do not understand what to do or how they will know that they have succeeded. To accelerate pace and ensure that pupils complete given tasks, teachers miss vital opportunities to question pupils'

understanding and assess achievement to inform subsequent planning.

- In most lessons, teachers deploy teaching assistants well to support target pupils so that they achieve successfully. However, sometimes, teaching assistants are not used to maximum effect especially when teachers lead whole-class presentations.
- Teachers' marking is inconsistent. Some guidance is informative and pupils' subsequent work improves. Elsewhere, marking is minimal in showing pupils how to achieve more. In some classes teachers remind pupils of their targets, for example for writing, but this practice is inconsistent.

The behaviour and safety of pupils are good

- Typically, pupils make a positive contribution to the school's calm, orderly and well managed environment. In an atmosphere of mutual respect, pupils behave well and show respect to others. They are thoughtful, polite and considerate and always try their best. They show high regard for all staff and these positive relationships encourage pupils to seek help if they need it.
- Pupils are keen to learn and most settle to work quickly because they want to do well.
- Pupils feel safe and well looked after at school. They have a good understanding of how to keep themselves safe and talk confidently, for example, about the dangers that social networks might pose to children.
- Through lessons and assemblies, pupils gain a good understanding of different types of bullying. They say bullying in the school is rare and that staff deal with incidents promptly.
- Pupils are kind and supportive of others. For example they work together sensibly in lessons and look after each other in the playground, so accidents are rare. Opportunities to take responsibility around the school provide purposeful ways to extend pupils' moral and social development.
- Pupils' above -average attendance reflects pupils' enjoyment of school.
- Parents raise no concerns about behaviour in the school. They express positive views about the way the school cares for their children and supports their learning.
- Staff are generally very positive about pupils' good behaviour and their eagerness to participate in all that the school organises. For example, pupils enjoy a range of sporting activities and talk enthusiastically about visitors who teach them drumming.

The leadership and management requires improvement

- The headteacher promotes good teamwork in the school. There is a common sense of purpose to move the school forward. The school has successfully tackled some of the issues raised in the previous inspection. Provision in the Early Years Foundation Stage is now good, for example. However, monitoring, particularly of teaching and learning, still requires improvement, and aspects of good practice in the school are not shared enough to secure good achievement in all classes.
- A programme of professional development to tackle the shortcomings in teaching has been implemented. This programme is supported effectively by the local authority but support has not been in place long enough for the school to evaluate its impact.
- The pupil premium which the school receives is used effectively to fund additional reading materials, other resources and support staff, all targeted effectively at improving the progress of the pupils for whom the premium is intended.
- The school identifies the additional needs of individual pupils and those whose circumstances have made them vulnerable effectively. These pupils receive the support they need to achieve as well as their classmates do.
- While the teaching of reading is a strength, the school does not plan enough opportunities for

pupils to practise and extend their writing skills.

- Curriculum enrichment is good. Pupils talk enthusiastically about the clubs they can join and visits they undertake to extend their experience of the wider world. Pupils of all abilities and backgrounds have equal access to all that the school provides and, through well-planned opportunities, they learn to value diversity effectively. Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum generally, but particularly, through the various additional activities on offer.
 - Improvement planning, while aimed at raising achievement for all pupils, is not sufficiently focused. The improvement plans do not include precise success criteria against which the managers and governors can measure the effectiveness of their actions and the subsequent impact on outcomes for pupils.
 - The school's self-evaluation is a little generous, and takes too little account of the fact that leadership of teaching requires improvement. While the school's own data on pupil progress show that progress is uneven across the school, this information is not analysed rigorously enough to tackle the slow progress in some classes.
 - However, the decline in standards at the end of Year 2 since the previous inspection has been arrested. Standards in reading and mathematics have risen. Leaders implement robust performance management procedures to tackle inadequate teaching when it is identified and have made effective use of the advice and well-planned support from the local authority. These developments demonstrate that the school has the leadership required to make further improvements.
 - The parents who contributed their views during the inspection were generally positive about the school and said that they would recommend it to others.
 - The school's arrangements for safeguarding pupils meet requirements.
 - **The governance of the school:**
 - is committed and dedicated to the school and the community it serves
 - is vigilant in ensuring that all policies are up to date and finances are managed well
 - does not fully engage in monitoring with school leaders and so does not have an accurate picture of the performance of pupils and staff to enable them to challenge the school and hold leaders to account for any shortcomings.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117925
Local authority	North East Lincolnshire
Inspection number	403340

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	296
Appropriate authority	The governing body
Chair	Gordon Kell
Headteacher	Andy Willett
Date of previous school inspection	28 February 2008
Telephone number	01472 230260
Fax number	Not applicable
Email address	office@sp2.tlfe.org.uk

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