

# Springfield Infant School and Nursery

11 Wesley Way, Ipswich, IP1 4PP

**Inspection dates** 3–4 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Senior leaders know the school well and their actions are bringing about improvements.
- Members of the governing body are effective in their role of supporting and monitoring the actions taken by school leaders. Rates of progress across year groups and subjects are good, especially in mathematics.
- Rates of progress in writing are starting to become quicker.
- Most pupils are making good progress across different year groups and subjects because they are taught well.
- Teaching is usually good and some of it is outstanding.
- Lessons are planned carefully and pupils respond well to the way they are taught.
- Pupils receive accurate and regular verbal feedback in lessons.

### It is not yet an outstanding school because

- Not all pupils are challenged enough in lessons in order to help them make rapid progress, especially in reading.
- Teachers' marking is not directed enough at pupils and they do not have enough time to respond to teachers' comments.
- Rates of attendance are not increasing quickly enough and planned actions have not yet been effective.
- Key leaders are not used enough to evaluate information on pupils' progress or to share and model their good classroom practice.

## Information about this inspection

- Inspectors observed 13 lessons, four of which were joint lesson observations with senior leaders.
- Inspectors looked at pupils’ work and listened to a sample of pupils read from Years 1 and 2.
- Meetings were held with pupils, a representative from the local authority and school staff, including senior leaders and subject leaders. A telephone discussion also took place with an external adviser. A meeting was also held with members of the Governing Body, including the Chair.
- School documents were examined, including those relating to safeguarding arrangements, information on pupils’ achievement, headteacher reports and school improvement planning.
- Inspectors took account of the views of parents through the Parent View website and a questionnaire carried out by the school. The views of staff were looked at through 30 staff questionnaires.

## Inspection team

Peter Lacey-Hastings, Lead inspector	Additional Inspector
Diana Songer-Hudgell	Additional Inspector
Sally Lane	Additional Inspector

## Full report

### Information about this school

- Springfield Infant School and Nursery is larger than the average primary school.
- The Early Years Foundation Stage provision includes a Nursery that caters for three to four year-olds each morning and afternoon. Children from other settings also join the school at the start of the Reception Year.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly above average.
- The proportion of pupils known to be eligible for the pupil premium is above average. This is additional funding to support pupils known to be eligible for free school meals, those in local authority care and those from families in the armed services.
- The proportion of pupils from a minority ethnic group is similar to other schools nationally.
- The proportion of pupils who are learning English as an additional language is similar to other schools nationally.
- A very few pupils receive some of their education through other settings. They attend First Base Pupil Referral Unit, Thomas Wolsey Special School and The Bridge Primary School.

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

- Increase rates of progress, especially in reading, by:
  - ensuring there is more challenge in pupils' learning, especially the more able
  - modelling and sharing the best teaching within the school and giving teachers the opportunity to observe best practice in other schools
  - increasing the role of middle leaders so they monitor and evaluate their areas of responsibility, including the more effective use of information about pupils' progress.
- Improve rates of attendance by:
  - Communicating with parents and carers so they fully understand the importance of their children being at school as much as possible
  - ensuring attendance rates are monitored carefully and that work carried out by the school, including with partners, leads to higher rates of attendance.

## Inspection judgements

### The achievement of pupils is good

- Pupils in the school make good progress from their starting points. This is true in the Early Years Foundation Stage and in Key Stage 1. This is because good teaching has sustained higher than expected rates of progress in mathematics. Rates of progress are also becoming quicker in English, especially in writing.
- Children join the Nursery and the Reception classes with skills levels that are below those expected for their age. When they start the Nursery class their skills are especially low in communication and language, physical development and literacy. The skills of children who start the Reception class are especially low in mathematics, communication and language, and in expressing themselves through art.
- In the Nursery, children make faster progress in their communication and language, personal and emotional development and in their understanding of the world. Reception children make faster progress in their physical development and understanding of the world than they do in other areas of learning.
- By the time they finish the Early Years Foundation Stage, children are slightly below national averages. This is especially so in their communication and literacy skills, and in their physical development.
- Pupils start Key Stage 1 slightly lower than national averages. By the end of Key Stage 1 pupils usually reach average levels of attainment in all subjects, and slightly higher in mathematics.
- This year, pupils' attainment in mathematics and in writing is higher than the national average was last year. Pupils have made faster progress in writing this year than they did last year. This is because these subjects are taught well and pupils have opportunity to improve their writing in different subjects.
- Their progress is slightly slower in reading than it is in writing or mathematics. When reading, pupils use key skills such as linking letters with sounds (phonics). However, some pupils do not have books that challenge them enough and this sometimes limits their progress.
- Overall pupils make quicker progress than expected nationally. This is because teaching is consistently good, especially in mathematics.
- Disabled pupils and those who have special educational needs make similar good progress to other pupils. Pupils who are supported with a statement for special educational needs make faster progress overall. Pupils supported at school action plus in Year 2 make faster progress in mathematics because a higher proportion of them exceed expected rates of progress compared to other pupils. Pupils supported at school action plus in Key Stage 1 make slower progress than other pupils in their writing.
- The few pupils who receive support from other settings or who attend other settings also make good progress. Pupils who are learning English as an additional language make similar progress to other pupils, as do pupils from an ethnic minority group.

- The attainment of pupils known to be eligible for the pupil premium is lower than that of other pupils. The gap is wider in reading than in writing or mathematics. Pupils are one term behind in English. Their attainment is closest to other pupils in mathematics where they are half a term behind. Across the school, pupils known to be eligible for the pupil premium make similar progress to other pupils in mathematics. In English their progress is a little slower, especially in writing. Overall they make similar progress to other pupils because they are clearly identified and support is well used to support their learning.

### **The quality of teaching**

**is good**

- Teaching is usually good and some of it is outstanding. Lessons are well planned and work is set that matches pupils' different abilities. This helps to motivate and engage pupils who respond well to tasks that are set. However, more able pupils are not always challenged to do work that they are capable of, including the level of reading they are asked to achieve.
- Teaching helps pupils to learn key skills across different subjects. For example, in a history lesson, pupils were encouraged to use punctuation in their writing about Victorian schools.
- In lessons pupils receive accurate feedback and know how to improve their work. However, when teachers mark pupils' work in their books, comments cannot always be read easily by pupils. Pupils do not have enough understanding about marking to help them nor do they have opportunity to respond to comments.
- Other adults are used well to support a wide range of pupils with different needs. This includes those with learning needs, behavioural needs and those learning English as an additional language. As a result, pupils with additional needs make similar progress to other pupils.
- Support for pupils is well planned and delivered. This includes intervention for individuals and groups. This has been most effective in helping all pupils to make faster rates in mathematics through the use of well-trained staff and clear programmes of learning. This is starting to be used to help increase rates of progress in English, especially in writing.

### **The behaviour and safety of pupils**

**are good**

- Pupils are well behaved around the school, and in lessons they show a positive attitude to learning. They apply themselves to the tasks that are set and engage with the learning. Pupils with challenging behaviour are well supported in classrooms and this helps them to make good progress, while also allowing others to learn as well.
- Relationships between staff and pupils are good, and pupils are clear about expectations put on them. This creates a caring and safe place for pupils. Pupils also respond well to guidance and direction from staff. For example, they respond to the whistle at the end of play, line up and walk into the school in an orderly way.
- Pupils say they feel safe around the school and can go to an adult if they are worried. They know the reasons why rules are in place and staff apply these consistently. Staff also interact with pupils during playtime and promote good behaviour by encouraging speaking to pupils when they do something right.
- Equipment and apparatus in the playground help encourage good behaviour. For example, there is a shelter, climbing equipment, benches, goals and ball games for pupils to access. However, a

small number of boys are not always considerate or polite to others.

- The behaviour of those who have behavioural needs is improving. This is because pupils are involved in discussions about behaviour and this allows the school to act when concerns are raised. For example, the school council met and made suggestions to school leaders.
- In lessons and around the school pupils show that they enjoy coming to school. They also say that they like the school and that they feel safe. However, attendance rates are lower than average. School actions are not yet effective in bringing improvements over time.

### **The leadership and management are good**

- Leaders at all levels are ambitious for the school to maintain and improve its effectiveness. Plans for improvement are based on robust and accurate self-evaluation. These plans identify the same areas for improvement as those identified during the inspection.
- The leadership team within the school is in a time of change with a recently appointed headteacher and new deputy head starting soon. However, the roles of middle leaders have not been clearly defined and they are not always used effectively to monitor and evaluate their areas of responsibility.
- Performance targets for teachers are linked to pupil progress, the National Standards for teachers and pay progression. Staff also receive a wide range of training opportunities to help them improve their teaching. For example, they have attended training on developing pupils' language and mathematics skills.
- Partnerships help to improve teaching and the effectiveness of leaders. For example, the local authority has helped the school to work with other local schools, provided training for pupils' language development and supported the headteacher in her new role. Other external support has provided a good quality of challenge, such as helping the school to analyse and evaluate information about pupils' achievement.
- The way subjects are taught helps to engage pupils and to improve their skills across different subjects such as writing. Themes are also used so pupils can make links between subjects; these have included Victorians, Discoveries and Inventions, Castles, Africa and The Chinese New Year. These also help to improve pupils' understanding of the world.
- Pupils have opportunities to support their spiritual, moral, social and cultural development. For example, they have kept tadpoles and seen them turn into frogs. Pupils also have opportunities through other school activities such as a theatre visit, dance club and visits by musicians.
- **The governance of the school:**
  - The governing body knows the school well and works closely with senior leaders. For example, they are active in helping to write school improvement plans and receive draft copies so they can contribute to it. They sometimes attend training days with staff and staff meetings. They are in school regularly, including a weekly meeting between the Chair and the headteacher. They know how much the school receives through the pupil premium, can say what it is used for and how successful it is being. For example, they know it is used for individual and small groups, especially in maths. They have a good knowledge of which intervention programmes are used in the school and make decisions as how these can be adjusted, such as using more of the pupil premium fund to support English in the school. The governing body challenges the headteacher, such as linking performance targets to pupils' progress. They also monitor the

school's effectiveness through committee meetings, links to subject leaders and visits to classrooms. School finances are also checked through regular meetings of the finance committee where monthly finance sheets are checked.

## 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

<b>Unique reference number</b>	124658
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	412683

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	311
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stella Day
<b>Headteacher</b>	Kelly Head
<b>Date of previous school inspection</b>	6 Nov 2008
<b>Telephone number</b>	01473 741305
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