

Springfield Primary School

West Road, Spondon, Derby, DE21 7AB

Inspection dates 3–4 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- The headteacher, senior leaders and governors present a united and ambitious vision for the school that has led to significant improvements in teaching and learning since the previous inspection.
- Children get off to a good start in Reception. Staff ensure they settle well and develop the positive attitudes that they then carry with them throughout the school.
- Because of good and sometimes outstanding teaching, pupils achieve well in reading and writing. There has been a strong upward trend in attainment in reading, writing and mathematics.
- Pupils behave well. They feel very safe and say the school looks after them well. They are eager to succeed in all that they do.
- Parents are very satisfied with the school and what it does for their children. They all say their children are happy, safe and well looked after, and that they make good progress because they are taught well.
- Support staff make a valuable contribution to pupils' progress.
- Governors support and challenge the school in equal measure. They use their good knowledge of data, the school's tracking systems and their knowledge of the quality of teaching to do so.

It is not yet an outstanding school because

- Pupils do not do as well in mathematics as they do in reading and writing. This is because teachers do not develop the links between the various aspects of mathematics, and the use of mathematical knowledge to solve problems sufficiently.
- Marking in mathematics is not always precise enough to show pupils how they might improve their work.
- The roles of some subject leaders are not yet developed sufficiently to allow them to play a full part in securing improvements in their areas of responsibility.

Information about this inspection

- Inspectors observed teaching in 22 lessons. Three of these were observed jointly with the senior leaders.
- Inspectors also observed playtimes and lunchtimes.
- Discussions were held with pupils, governors, staff and a representative of the local authority.
- Inspectors took account of the 41 responses to the online parental survey (Parent View), and of comments made by parents during informal discussions at the start of the day.
- The 13 returns completed by staff were also taken into account.
- Inspectors scrutinised a wide range of documentation including information about pupils' progress and attendance, the school improvement plan, the school's self-evaluation document, documents relating to safeguarding and records of visits made by the local authority.
- The work in pupils' books was examined and sessions were sampled where pupils were learning letters and sounds (phonics). Inspectors also listened to pupils read.

Inspection team

Doris Bell, Lead inspector

Additional Inspector

Alan Jarvis

Additional Inspector

Full report

Information about this school

- Although this school is still smaller than the average-sized primary school, the number on roll has increased by about one third since the previous inspection.
- The proportion of pupils for whom the school receives additional funding, known as the pupil premium, is above average. This funding is, for example, for children in local authority care, and pupils known to be eligible for free school meals.
- The proportion of pupils from minority ethnic backgrounds is now above average. The proportion who speak English as an additional language is below average.
- Pupils are taught in single-age classes except in Years 4 and 5, where the two age groups are mixed.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or who have a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A privately run nursery, known as the Kingfisher Nursery, operates on the school site. It is inspected separately.
- The headteacher supports a small number of other schools to help with their school improvement strategies.
- An extension to the school is nearing completion. It is to form enhanced provision for disabled pupils and those who have special educational needs, specifically autism. These pupils, many of whom have joined the school recently, are currently being catered for alongside their peers.

What does the school need to do to improve further?

- Improve teaching in mathematics and thereby raise achievement so that it matches reading and writing by:
 - requiring pupils to show their working out when completing mathematics problems
 - marking mathematics work in more detail and checking that pupils understand and can correct what they have done wrong
 - linking the different aspects of mathematics together, and improving the ability of all pupils to use and apply their mathematical knowledge in problem-solving activities
 - raising pupils' awareness of the importance of mathematical learning in everyday life
 - building opportunities for pupils to consolidate and extend their mathematical skills in other subjects.
- Improve leadership and management by:
 - completing the training and other support for subject leaders so that all are able to lead developments in their subjects and areas of responsibility effectively.

Inspection judgements

The achievement of pupils is good

- Children begin Reception with skills below those expected for their age but progress well, especially in reading, and join Year 1 at the levels expected for their age.
- Pupils enjoy learning and they achieve well. The strong upward trend in attainment in Year 2 and Year 6 since the previous inspection means that attainment is now above average overall in Year 2 and Year 6. This improvement has happened because more pupils reach the higher levels in the national tests, and carefully-selected and monitored programmes help individual pupils make faster progress.
- Pupils in Year 1 read confidently and with understanding and use a number of strategies, including phonics, to read new words. Pupils throughout the school are developing a real love of reading. Their spelling, punctuation and grammar skills are good, and their writing is engaging. They use their literacy skills well in different subjects, often referring to their target cards to keep their learning on track.
- Progress in mathematics is not quite as strong as in English. The practice of using different parts of their books for different aspects of mathematics means that pupils do not always see mathematical learning as a whole process where links can be made and skills used and applied in different contexts and subjects. It also means pupils do not fully understand the relevance of mathematical learning in everyday life.
- Skilled teaching and support staff enable disabled pupils and those who have special educational needs to make good progress. The pupils' work is broken down into small steps to help them learn better. The school encourages more-able pupils to aim high. It supports this aim with booster classes and links with the local academy.
- The gap between pupils supported by the pupil premium and other pupils has narrowed considerably, demonstrating good progress for this group of pupils. The school has used this funding to good effect and provided additional teaching support and resources. Rapid improvement was evident in Year 6 last year, reducing the gap in reading between these pupils and their classmates from nearly five to just over two terms. In writing it narrowed from over two to just two terms behind and in mathematics, from two-and-a-half terms to just over one term. Similar narrowing is seen in other year groups.

The quality of teaching is good

- The good, and sometimes outstanding teaching, begins in Reception. Well-planned activities, indoors and out, are closely matched to the children's needs. Consequently, children learn well.
- Excellent relationships evident throughout the school are underpinned by skilful teaching, effective questioning that probes and extends pupils' thinking, and high expectations of learning and behaviour, all of which contribute to pupils' good progress. Teaching assistants working with pupils with autism and other special educational needs are very well briefed about these pupils' difficulties and work hard to maintain their confidence and enthusiasm and ensure they, too, make good progress.
- Teaching instils in the pupils a real desire to learn and do well. Learning builds on what has gone before, and is often adjusted during lessons to address particular needs. In some lessons,

imaginative approaches encourage pupils to find things out for themselves, for example, when researching rules for a Victorian workhouse. Pupils do not have sufficient opportunity to develop their learning in this way often enough.

- Reading (including phonics) and writing are taught particularly well. For example, outstanding teaching led Year 6 pupils, step by step, to planning how to write a cohesive balanced argument, while pupils in Years 4 and 5 explored how to make their writing more engaging for the reader.
- Really high quality teaching is not as prevalent in mathematics as it is in English. Teachers' modelling of how to set calculations out is not always as precise as it needs to be and too few links are made between the different aspects of mathematics.
- All writing is marked well. Marking is less consistently good in mathematics and pupils' misconceptions are not picked up as promptly. This leads to gaps in mathematical understanding. Pupils do not always show the process they have used in their exercises, making it difficult to see what the error is or where in the process it occurs.
- Occasionally, pupils are kept together for too long listening to teachers' instructions rather than being quickly moved on to their tasks. This limits the time pupils have to show or extend their learning.
- Support staff contribute greatly to pupils' progress. They help pupils learn and take part in whole class sessions, and, when working with different ability groups or individuals, they demonstrate good questioning skills that help pupils think for themselves.

The behaviour and safety of pupils are good

- Pupils and their parents are proud of the school. They praise the staff for their approachability and support. The benefits of being a cohesive community, with a consistency of approach and a desire to do even better, are promoted at every opportunity.
- Reception children settle quickly into the well-established routines and the caring, supportive learning environment of the school. They share and take turns, follow instructions, and relate well to others. The ability they show here to work independently is not always as evident in other year groups.
- The school provides good support for the growing number of pupils from minority ethnic backgrounds, including those who speak English as an additional language. This includes helping their parents to speak English so they can help their children.
- All pupils are happy and at ease because they feel safe, and greatly appreciate how much the school values them and their views. Pupils are proud to accept responsibility, for example as school councillors, and take their role in contributing to school improvement seriously.
- Pupils know the different forms bullying can take, and how to deal with them. They explain the 'block, tell, report' approach the school has instilled in them and know how to use it to keep themselves safe when using the internet, mobile phones or social networking sites. They acknowledge that bullying has occurred in the past but that it is now rare, and dealt with quickly.
- Behaviour is good because it is managed well within the school's consistent approaches. The

school and the pupils acknowledge that the self-discipline required to ensure behaviour is equally good in and out of lessons, is not fully embedded, although it is improving rapidly. No untoward behaviour was seen during the inspection.

- Attendance declined from above average to average in 2013 because some pupils joined the school with persistent absence records from elsewhere. The school is successfully reducing absence, however, not least by emphasising for pupils the part good attendance plays in securing their good progress.

The leadership and management are good

- High expectations are evident in everything the school does. They are the result of the headteacher's strong leadership and management. School improvement priorities are shared with the whole school community so that all understand their part in working towards becoming an outstanding school.
- Senior leaders fulfil their roles well. Having given new and relatively inexperienced staff time to settle into the ways of the school, training is now under way to help them develop their roles in managing different subjects. Currently, these roles are underdeveloped.
- The school's very strong commitment to securing the best possible progress for all pupils is evident in the robust monitoring of teaching and learning and the meticulous tracking of each pupil's progress. All checks are followed up with internal and/or external support, the impact of which is also monitored.
- The school is very skilful in its use of data to inform next steps in learning, to set ambitious targets, and to instigate support programmes when needed. The programmes are constantly checked to ensure they are working. The management of the provision for disabled pupils and those who have special educational needs is good.
- Accurate and well-founded self-evaluation informs school improvement planning, and subsequently the objectives set when managing staff performance. Teaching assistants are a full part of the teaching and learning community and as such are held fully accountable for how well the pupils in their care progress, personally and academically.
- Current safeguarding requirements are met. The school has been particularly vigilant in ensuring the safety and well-being of all of its pupils during the current building works.
- The inclusive nature of this school ensures that equality of opportunity is promoted well and discrimination of any sort eliminated. The school successfully encourages pupils to be reflective and caring, to respect each other, and to understand different faiths and cultures at home and abroad.
- Teaching programmes are carefully planned and organised to meet the pupils' academic and personal development needs, although more remains to be done to promote numeracy skills as effectively as literacy skills in different subjects. A good range of visits, visitors and well-attended extra-curricular activities add to pupils' enjoyment of learning and ensure they are well-motivated and keen to learn. The new curriculum for Reception children is imaginatively constructed and well-managed.
- The local authority is confident in the school's ability to continue its upward trajectory. It provides an appropriate level of support for this improving school. Based on its track record, the

school demonstrates strong capacity for further improvement.

■ **The governance of the school:**

- Governors have an excellent understanding of data, and of the strengths and areas for improvement in teaching and learning, which they use to question and challenge the school robustly to ensure pupils' progress remains at least good. Their track record shows they know what to do to tackle underperformance. Governors support the headteacher well in making decisions about staffing and staff salaries, based on the management of teachers' performance. They check that pupil premium funding is being spent properly and that it is improving the performance of the pupils who qualify for it. They have made sensible decisions about primary school sports funding, using it to extend sports coaching throughout the school and to ensure that all pupils can swim by the time they leave.

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	112762
Local authority	Derby
Inspection number	424974

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	170
Appropriate authority	The governing body
Chair	Jacqui Webb
Headteacher	David Blackwell
Date of previous school inspection	5 December 2011
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