

# Springfield Primary School

Springwood Crescent, Grimsby, Lincolnshire, DN33 3HG

## Inspection dates

18–19 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Pupils do not make consistently good progress in Years 1 to 4.
- The quality of teaching is variable. There is too much teaching in Years 1 to 4 that requires improvement.
- Expectations of pupils are not consistently high enough. There is no insistence that pupils improve their work using the marking comments they have been given in their books. Nor is there an insistence on high quality writing on all occasions.
- The headteacher is not holding other leaders and managers to account well enough to ensure consistently good progress for all pupils.
- Leaders and managers are not using information gathered about pupils' progress skilfully enough to check on the progress of all groups of pupils throughout the school.
- Over time, leaders, managers and governors have not improved teaching so that it is consistently good.

### The school has the following strengths

- Pupils are making good progress in reading and mathematics in Year 5 and 6.
- Behaviour and safety are good. Pupils say they feel safe in school. Parents are very confident that their children are safe at school.
- Pupils say they enjoy school. As a result attendance is above average and almost all pupils attend regularly.
- Governors have developed a good understanding of how well the school is doing.
- There is evidence of improvement since the last inspection. The school is improving, but it is not yet good.

## Information about this inspection

- Inspectors observed 21 lessons taught by 12 teachers. Three observations were undertaken jointly with the headteacher. Inspectors also observed groups of pupils being taught by teaching assistants.
- Inspectors spoke to a group of pupils about their learning in lessons and their safety in school. Inspectors also listened to some pupils reading.
- Meetings were held with the Chair of Governors and four other governors, school staff and a representative of the local authority. Inspectors also looked at the school's review of its own performance, its development plan, school policies and the minutes of governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at pupils' work in lessons and analysed a sample of pupils' books.
- Inspectors analysed the 24 responses to the on-line questionnaire (Parent View) and 28 questionnaires completed by staff. Inspectors spoke to some parents at the start of the school day.
- During the inspection, inspectors asked additional questions designed to ascertain the school's views on the effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Jim McGrath, Lead inspector

Additional Inspector

David Matthews

Additional Inspector

Susan Twaits

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- Most pupils are White British. Almost all pupils speak English as their first language.
- The proportion of pupils supported at school action is average. The proportion of pupils supported at school action plus or with a statement of special educational need is average.
- The school meets the government's current floor standards, which are minimum expectations for pupils' attainment and progress in English and mathematics.
- The school uses the support of a Local Leader in Education from Middlethorpe Academy.

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

- Improve the quality of teaching, particularly in Years 1 to 4, to ensure that pupils' progress is consistently good by ensuring that:
  - all pupils' needs are met by providing tasks in lessons that match their ability and understanding
  - enough time is provided for all pupils to respond to teachers' written comments
  - expectations are raised of the quality of writing that pupils are capable of producing
  - pupils' interest in reading is used to inspire high quality writing.
- Improve leadership and management to accelerate pupils' progress by:
  - holding all middle leaders to account for the progress pupils are making in their areas of responsibility
  - ensuring that school improvement plans set out clear expectations that are fully understood and implemented by all staff
  - skilfully using pupil progress information to drive improvement for all groups of pupils
  - developing strategies to celebrate and display high quality writing that inspires all pupils to reach higher standards.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because the progress pupils make in Years 1 to 4 is not good. From average starting points at the beginning of Year 1, pupils reach standards at the end of Year 2 that remain average. Progress measures used by the school and inspectors' analysis of pupils' work indicate that progress is not good in Years 3 and 4.
- The quality of pupils' written work is not improving well enough in Years 1 to 4. Pupils' written work is not always accurately checked and less than high quality writing from pupils is accepted.
- Children joining the school in Nursery and Reception start with skills that are typical for their age. They work well together and enjoy the interesting variety of activities on offer. Children are well prepared to begin their work in Key Stage 1.
- Over time, standards in reading writing and mathematics have been improving in Key Stage 1. In 2013, standards were average at the end of Year 2.
- Due to good and better teaching, pupils make rapid progress in Years 5 and 6. Those pupils leaving Year 6 in 2013 made good progress in reading and mathematics by the end of Key Stage 2. Standards in reading and mathematics were well above average. Standards in writing were average with English grammar, punctuation and spelling being above average.
- The pattern of progress of the most able pupils is similar overall to their peers. By the time they leave school most are working at a level above what is expected for their age in mathematics, reading and writing.
- School information indicates that standards at both Key Stage 1 and Key Stage 2 are set to improve further in 2014. It also shows that there have been improvements in the progress being made in Years 3 and 4, although it is not yet good.
- Across the school, there are a very small number of pupils known to be eligible for free school meals and the pupil premium. The school checks their progress well and has appropriate additional support to help them make progress similar to that of others. Due to the very small numbers, comparisons between their achievements and those who are not in receipt of the pupil premium are not statistically valid.
- Disabled pupils or those with special educational needs receive additional support which is helping them make progress similar to that of others. However, the school does not check their progress well enough and there are too few checks on the quality of additional support in order to ensure that it is well matched to pupils' needs.
- Pupils are keen and eager to read. The most recent screening test at the end of Year 1 indicates that pupils' reading skills are currently above average. By Years 5 and 6 pupils read a wide range of books. In Years 5 and 6, current pupils enjoy reading their new class texts and answering the probing questions presented to them to check their understanding. The school is not yet using pupils' love and interest in reading to promote high quality writing.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it is not consistently good throughout the school and as a result, pupils' progress is not always good.
- The choice of tasks for lessons often fails to make good use of information about pupils' previous work and understanding in order to ensure that work is set at the right level for all pupils.
- Work is not checked to see whether it is too easy for the most able or too hard for others. Checks are not sufficiently accurate to assess whether pupils are making good progress and require further challenge or whether some pupils need extra support to make better progress. Consequently, not all pupils have an equal opportunity to achieve as well as they can and make good progress.
- Expectations of pupils' writing are not high enough in Years 1 to 4. Pupils are not clear about the

purpose of their written tasks. Consequently, the quality of pupils writing is very variable. Poor presentation, inaccurate grammar and incorrect spelling are not challenged well enough to help pupils make good progress.

- Although pupils' work is marked regularly and suggestions for improvement are made, there is no insistence that pupils respond to the suggestions to improve their work. This leaves pupils repeating mistakes and not progressing well with their work.
- When pupils are clear about what they have to do and why they are doing it their learning is more successful. Pupils are interested and motivated to produce high quality work because the purpose of their learning is made clear to them.
- In Years 5 and 6 pupils take great pride. Pupils say 'teaching is brilliant in Years 5 and 6'. Pupils respond exceptionally well to high expectations and being challenged to do better. In mathematics pupils were using percentages to calculate price reductions in a sale; work was well matched to pupils' abilities, pupils were all challenged to check their answers rigorously, misconceptions were swiftly tackled and pupils were questioned exceptionally well to develop their understanding and they made good progress.
- An analysis of pupils' work showed that 'topic work' in Years 5 and 6 is used well to promote a range of writing skills and opportunities for pupils to write at length. This was not the case in the work seen from Years 3 and 4.
- Teaching assistants are generally deployed well and clear about what they have to do, especially in Years 5 and 6. They are well respected by pupils and are highly committed to helping pupils improve their learning.

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

- The behaviour of pupils is good. They follow the instructions of their teachers very well and are keen to learn, particularly when teaching is engaging and captures their imagination. Sometimes, when teaching is not as effective, pupils do not always concentrate well on their work.
- Pupils listen well to the views of others and treat each other with dignity and respect. Pupils enjoyed explaining their work to inspectors. They do not always take enough care with their handwriting and this leads to their written work not being as well presented as it should be.
- Around the school pupils are well behaved as they know what is expected of them. They are exceptionally polite and hold doors open for adults.
- Pupils get on well together at lunchtimes and playtimes. They are very active in their play and use the equipment provided for them exceptionally well. They enjoy the large playground and expansive field that is available to them.
- Pupils enjoy the 'smileys' and certificates they get for good work and good behaviour. They are proud of their school and wear their uniform with pride.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel very safe at school and that bullying is rare. They are confident that, when bullying is reported, the school takes swift action. They have a good understanding of Internet safety and know what to do should there be any cyber-bullying or communications from unknown people.
- The school educates pupils well in assessing risk. Its personal, social, health education programme is used to give pupils a clear understanding of 'stranger danger', road safety and fire safety with visits from the local Fire Service and the local Police Officer.
- Attendance is above average. Almost all pupils attend school regularly and are punctual to school. Very few pupils were absent from school during the two days of the inspection.
- All of the parents responding to the on-line questionnaire (Parent View) said that their children were safe and happy at school. Most said that behaviour is good. Parents spoken to by inspectors were very positive about the good behaviour of pupils.
- Most of the staff are very positive about pupils' behaviour and safety in school.

**The leadership and management** requires improvement

- The headteacher is not robustly holding middle leaders to account for their areas of responsibility. This leaves the quality of teaching requiring improvement and the progress of pupils in some areas of the school requiring improvement.
- Middle leaders do not check the quality of teaching rigorously enough to ensure that it is consistently good across the school in the areas for which they have responsibility. The quality of additional support for disabled pupils and those with special educational needs is not checked systematically.
- Pupil progress information collected by the school is not used well enough to drive up standards for all groups of pupils. In particular, the special educational needs coordinator is not using the information to reduce the gaps in attainment between those pupils with special educational needs and others in the school.
- The school's plan for improvement does not offer sufficient specific guidance and clarity for teachers to understand what is expected of them. As a result, writing remains an area for improvement, as does the quality of teaching. Leaders do not have arrangements to celebrate high quality writing in order to inspire all pupils to aspire to the highest standards of writing.
- Systems to check the performance of teachers are in place and there is an effective performance review system for other staff. This is a good example of equality of opportunity for staff, as it identifies the training needs of all staff. The training programme for staff is focused on improving teaching.
- The curriculum offers a wide range of activities including drumming and good sporting opportunities. A good number of after-school clubs are well attended by pupils. There are good opportunities to enjoy music and art as well as contributing to charity work. These activities contribute well to the development of pupils' spiritual, moral, social and cultural education.
- The new primary school sport funding is being used effectively. A teacher has been appointed as the sports' coordinator and has plans to further develop sporting opportunities. Pupils speak positively about the range of sporting opportunities available to them.
- The local authority has provided some effective support and challenge since the last inspection to assist the school in improving the quality of teaching. As a result, progress in Years 3 and 4 is improving and standards in Key Stage 1 are improving. However, their support has not yet ensured that teaching is consistently good and pupils make consistently good progress throughout the school. The present education officer has worked with the school since September 2013, due to a reorganisation of the local authority services. She has brokered the support of an educational consultant and a Local Leader in Education. Teachers and teaching assistants are visiting the school of the Local Leader in Education to observe teaching practices. This is raising awareness of what needs to be done to improve the quality of teaching, although it is too soon to determine its impact on pupil progress. The local authority has supported governors in clerking meetings and provides aspects of governor training.
- **The governance of the school:**
  - Since September 2013 there have been many changes to membership of the governing body, including the Chair of Governors. Very quickly governors have developed a good understanding of how well the school is doing. They visit the school to see the work of the pupils and teachers. Governors are clear about the progress being made by the pupils. They are challenging and supporting the headteacher to improve progress for pupils. Governors have organised training with the local authority to ensure that all of them have appropriate skills to contribute well to school improvement. They use their skills to check the school's budget and have approved the use of pupil premium funding and know its impact. Governors understand the arrangements linking teachers' performance to pay. The school's arrangements for safeguarding meet statutory requirements.

## 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>	117925
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	440407

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

<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>	326
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Rutter
<b>Headteacher</b>	Andy Willett
<b>Date of previous school inspection</b>	9 October 2012
<b>Telephone number</b>	01472 230260
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