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Mr Andy Willett
Headteacher
Springfield Primary School
Springwood Crescent
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Lincolnshire
DN33 3HG

Dear Mr Willett

Requires improvement: monitoring inspection visit to Springfield Primary School, North East Lincolnshire

Following my visit to your school on 13 Jun 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement for a second time following the section 5 inspection in March 2014. It was carried out under section 8 of the Education Act 2005

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Further refine plans so that it is clear how, when and by who improvements to teaching and learning will be checked.
- Work with a better performing school to learn how they secure consistency in the quality of teaching through robust checking of classroom learning.
- Involve governors in the regular review of progress with the local authority.

Evidence

During the visit, I held meetings with you, the deputy headteacher, a member of the governing body and a representative of the local authority to discuss the action

taken since the last inspection. I evaluated the post inspection action plan and looked at a range of evidence including information on pupils' progress, samples of pupils' work and evidence from work scrutiny. You and the deputy headteacher accompanied me on a tour of the school, which included visiting most classrooms, talking to pupils and sampling some pupils' work.

Context

There has been only one change to the context of the school. One teacher has started a maternity leave and the class is now taught on a full-time basis by one of the school's part-time teachers.

Main findings

A post inspection improvement plan, with clear actions, timescales and milestones has been put together to address all of the areas requiring improvement. The senior staff understand the need for greater consistency in the application of agreed policies and approaches. Leaders and managers are correctly using a broader range approaches to gauge the quality of teaching. For example, in addition to lesson observations they take account of work scrutiny, tracking of pupils' levels and checking on the learning of individual pupils. However, the planned arrangements to check on the impact of improvements are not as rigorous as they could be in identifying who, how and when the impact of improvements to teaching and learning will be checked. There is evidence of the early impact of the school's work;

- Tracking of pupils' levels shows that progress and attainment are continuing to improve and demonstrate that the positive direction of travel continues for the school.
- Pupils' success in writing across the school is being clearly celebrated. Displays show a more consistent approach to the teaching of handwriting and better progression in the content of writing.
- The support for writing in classroom displays has been improved but there are inconsistencies. For example, some classrooms have a good range of examples of modelled handwriting which are correctly punctuated but these strong examples are not found everywhere and some classrooms and teaching areas do not present as a language rich environment.
- There is clear evidence that pupils are increasingly expected to respond to their teachers' written comments. For example by improving punctuation or re-writing sentences to add descriptive detail.
- Governors continue to know the school well and aware of where most improvement is needed. They understand the importance of reviewing school data but are less clear about their role in holding leaders to account for the quality of teaching.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority knows the school well and has provided appropriate challenge and support. This has helped to ensure improvement has been secured. The local authority along with leaders and governors understand the implication of two consecutive inspection judgements of requiring improvement and have correctly prioritised the school for additional monitoring and support. They plan to hold regular review meetings to check on the impact of planned improvements. However, there are no plans to include governors formally in this process.

There is a history of the school working with a range of better performing schools from within the local authority. While this has successfully helped to improve attainment and progress it has not directly secured consistency in the quality of teaching. Opportunities to learn how consistency in teaching and learning is secured from a better performing school have not been pursued.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for North East Lincolnshire and as below.

Yours sincerely

Amraz Ali

Her Majesty's Inspector