

Springfield Junior School

Kitchener Road, Ipswich, IP1 4DT

Inspection dates 1–2 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The outstanding headteacher is highly ambitious for the school and the pupils. He is well supported by the deputy headteacher, senior staff and a highly committed staff team.
- Leaders have an accurate understanding of the school's performance and are clear about what needs to be done to improve it further.
- Governors, expertly led by the chair, are very knowledgeable of the school's strengths and weaknesses. They provide a very good balance of help and challenge, and are ambitious for continued improvement.
- Teaching is outstanding. Teachers have very high expectations of pupils. They provide early support to fill gaps in pupils' previous learning and quicken their progress.
- Teachers use their excellent questioning skills to check on pupils' learning and to make sure that pupils think hard. They use pupils responses to adapt the level of work to accelerate progress further.
- Pupils achieve exceptionally well across the school and make outstanding progress from their individual starting points. Most pupils leave school with standards that are well above average in reading, writing and mathematics.
- All pupils, including disabled pupils, those who have special educational needs and disadvantaged pupils supported through the pupil premium, make excellent progress.
- Pupils feel safe at school, behave exceptionally well and want to learn. They are respectful and kind to each other, to staff and to visitors.
- Pupils' very positive attitudes to school promote their good attendance.

Information about this inspection

- Inspectors observed 19 lessons or parts of lessons, three of which were undertaken jointly with the headteacher and deputy headteacher.
- The inspectors looked at examples of pupils’ work and listened to pupils read. They observed the teaching of reading skills and talked to pupils about the books they have enjoyed and those that they were currently reading.
- Meetings were held with groups of pupils and inspectors spoke to pupils about their work. Inspectors held meetings with the chair of governors and a representative of the local authority.
- Inspectors spoke to parents and took account of 12 responses to the on-line questionnaire (Parent View). Inspectors also took account of 33 responses to staff questionnaires completed during the inspection.
- Inspectors observed the school’s work and looked at a wide range of documentation, including external reviews of the school’s work, safeguarding documents, records of current standards and progress, the school’s strategic plan and documents relating to pupils’ behaviour and attendance. Minutes from governing body meetings were also considered.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Ashley Best-White

Additional Inspector

Lindsay Hall

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized junior school.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above national at just over a ninth. The proportion at school action plus or with a statement of special educational needs is also above the national average at a seventh.
- The proportion of pupils supported by the pupil premium (the extra government funding for pupils looked after by the local authority and those known to be eligible for free school meals) is above the national average at just under a third.
- Most pupils come from White British backgrounds.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Ensure that the teaching of phonics is consistent and quickly improves pupils' early reading skills, especially for those with weaker reading skills.

Inspection judgements

The leadership and management are outstanding

- Leadership and management are excellent because the actions taken by leaders, including governors, have ensured that the quality of teaching is outstanding and that all pupils achieve very well. The leadership have improved the skills of teachers and teaching assistants through an excellent plan for staff development that is monitored and evaluated robustly.
- The work of teachers in charge of subjects is very effective. They are closely involved in lesson observations and play a significant part in checking how well pupils are progressing in their areas across the school. When scrutinising the work in pupils' books they analyse the improvements and any areas of weakness excellently.
- All leaders have an exceptionally accurate view of the school's strengths. School plans correctly identify the areas that need to improve and always have clear measurable targets and timescales to enable leaders, including governors, to frequently and accurately check that the actions taken are having the intended impact.
- The curriculum is good and effectively engages pupils' interest. It contributes very well to their spiritual, moral, social and cultural development. It promotes pupils' understanding of British values very effectively. The subjects studied are combined in topics which make the most of pupils' interests and are exciting. Basic skills are brought to life for the pupils, for example, pupils in Year 5 developed their writing through the story of Beowulf.
- Equal opportunities are well promoted, and discrimination is addressed proactively. As a result, pupils from a diverse range of backgrounds and with a wide range of abilities and interests get on well together and make rapid progress.
- The primary school sport funding has been used effectively to extend the range of sports on offer, including street dance, cycling and fishing. As a result many pupils have healthier lifestyles. Specialist coaches, for example in gymnastics and dance, work alongside teachers. Teachers say that their skills and confidence have increased.
- The local authority provides very light touch support through an officer who works alongside the headteacher and members of the school team. In addition, the school has received good support from an external adviser in checking pupils' progress and providing training.
- **The governance of the school:**
 - Governors are highly committed to the school and play a very active role. For example, governors visit school regularly and go into lessons. The very detailed reports of their visits are shared at governors' meetings and any points are put into action. Governors know where the school's strengths lie and robustly hold senior leaders to account. Governors know what the quality of teaching is because they spend time in school talking to both teachers and pupils. They review data regularly and ask searching questions about any gaps in pupils' performance, including the use of the pupil-premium funding to improve pupils' overall achievement. The pupil premium funding has been used very effectively to provide extra sessions for small groups, which are closing the gap between the progress of these pupils and their peers. Governors have ensured the school's arrangements for safeguarding meet statutory requirements. The governing body makes sure that the checks on staff performance are thorough and that leaders and teachers are set challenging targets linked to pupils' progress and school priorities. The teachers' pay structure is firmly linked to the progress made by the pupils in their care.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils try very hard when working in class and fully live out the school's value of perseverance. Pupils enjoy coming to school. One pupil who summed up the feelings of many told inspectors 'I love school....I am sad when it is the weekend because I can't come here.'
- Pupils are curious and like to share their class work with visitors. They say that their friends, teachers and 'the learning' are the best things about their school.
- Pupils are polite, well-mannered and show respect towards each other and all staff. This was observed during inspection as pupils moved between lessons and at break times. There have been very few exclusions in recent times.
- Almost all parents responding to the on-line questionnaire (Parent view) said that the school deals effectively with behaviour from the school's own survey. Informal discussions with parents during the inspection confirm this view. Records show that disruption to lessons is very rare because pupils are highly motivated to learn and make progress. The school's reward systems celebrates these attitudes, for example with 'mathematician of the week', and pupils respond extremely well to this recognition by regularly trying their best.
- Attendance has improved and is now above average. The proportion of pupils who are persistently absent is average.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils know how to keep themselves safe, for example, when using the internet. They understand the different kinds of bullying, such as cyber and prejudiced based, and say that incidents happen infrequently. If issues do arise pupils can put their concern in the 'worry box' and they trust the adults to sort things out very quickly.
- Pupils say they feel safe in school and know that adults will take care of them. They have a clear understanding of the school system for managing behaviour and understand the different types of bullying, including cyber bullying. They say that any incidents are rare and dealt with quickly when they do occur.
- Pupils' spiritual, moral, social and cultural development is promoted excellently. For example in helping pupils to know how to respond if they come across pupils in the playground who are hurt or upset through their training and work as midday pupil assistants. They take on this duty with exceptional pride and diligence.

The quality of teaching

is outstanding

- Teachers are enthusiastic, have excellent subject knowledge and have high expectations of pupils. They set tasks that are interesting and enable pupils to achieve their best. This enables pupils to learn very effectively and quickly develop, refine and use their skills across different subjects, including literacy and numeracy.
- Teaching assistants are deployed well by the teachers and make valuable contributions to pupils' learning. For example, they support disabled pupils and those who have special educational needs effectively and ensure that they are included fully in all activities.
- The way teachers organise their classrooms helps pupils to work and learn well together. Wall displays celebrate pupils' work and offer guidance, through number tables, wall charts and information about activities for different ability groups.

- Reading is taught well through a rigorous programme of phonics (sounds that letters make). Pupils have opportunities to read from a wide range of books and are confident to share their books with others when reading aloud. However, there are times when pupils with weaker reading skills do not receive a structured enough programme to always develop their phonic skills quickly enough.
- Literacy skills are taught very effectively. Work in pupils' books is of an exceptionally high calibre and very well presented. Pupils have targets which set out exactly what they need to do to in their writing and mathematics in order to reach to the next level in their work. Mathematics skills are taught effectively across the curriculum and, as a result, pupils' progress is good and pupils attain standards which are above average.
- Teachers mark pupils' work in great detail and regularly discuss with pupils how they can improve. This leads to very quick and sustained improvements in pupils' skills and the quality of their work.
- Relationships between teachers and pupils are exceptionally strong. Teachers continually encourage pupils to take a mature and sensible approach to learning and pupils respond exceptionally well. As a result, pupils have very high expectations as to what they can achieve. This has helped to ensure their very good progress in all subjects this year and to be responsible members of the school community.

The achievement of pupils

is outstanding

- Pupils' attainment was significantly above average in the national tests at the end of Year 6 in 2013. In the more recent 2014 tests pupils in reading, writing and mathematics also attained well above average standards. Currently, by the end of Year 6 pupils are again on-track to attain at well above average standards in reading, writing and mathematics.
- The 2014 national tests show that Year 6 pupils made very rapid progress in all three subjects during the previous year. This shows a continuation of very quick rates of progress in reading and mathematics and a much faster rate of progress in writing than has previously been the case. Progress in writing has shot up because leaders have made this area a very high priority. This much faster rate of progress in writing is confirmed for current pupils by inspection evidence, including work in pupils' books and the very quick progress seen in lessons.
- Regular pupil progress meetings and careful monitoring of their performance enable teachers and leaders to identify any pupils who may be falling behind and to provide support through, for example, one-to-one and small group teaching activities when they are needed. As a result of this, the performance of pupils from those who speak English as an additional language is just as good as their class-mates, and boys' performance matches that of girls.
- Pupils' phonic skills develop quickly through daily sessions and pupils are able to apply these skills to help them read. Inspection evidence shows that pupils were keen to read in both Key Stages 1 and 2. Reading has a high profile across the school supported by a good range of resources. However, the skills of some lower attaining pupils are not fully addressed due to some inconsistencies in the teaching of phonics.
- Disabled pupils and those who have special educational needs make outstanding progress. This is because tracking data and work in lessons is used very effectively to check on how well they are learning and to plan their future learning needs. Additional programmes to support them both academically and in their personal development are planned outstandingly well by the special needs coordinator.
- The most able pupils make very fast progress, particularly in reading and mathematics, because of the good, regular opportunities teachers provide for them to practice and refine their skills. This year leaders expect even higher standards from the most able in mathematics because some pupils are already working four years ahead of that expected for their age.
- Test results at the end of Key Stage 2 in 2013, show that standards reached by pupils supported by the pupil premium were around half a term ahead in reading, writing and maths combined of other pupils in

the school, although broadly similar in English. This has improved and this group are currently a term ahead of other pupils in the school in both English and mathematics and they are also ahead of pupils nationally. The teaching groups provided, using this funding, are helping current pupils to sustain these good levels of skills and rapid progress, especially in mathematics.

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	124657
Local authority	Suffolk
Inspection number	448550

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	335
Appropriate authority	The governing body
Chair	Roy Startup
Headteacher	Michael Lynch
Date of previous school inspection	17 September 2009
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