

Springfield Junior School

Springfield Road, Swadlincote DE11 0BU

Inspection dates

4–5 May 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Good
Outcomes for pupils	Inadequate
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors have not secured the necessary improvement since the last inspection.
- Standards across the school are too low and pupils make inadequate progress.
- Leaders have not improved the overall quality of teaching sufficiently. Teaching is inadequate because it is not enabling pupils to make the progress they should.
- Teachers' expectations of what pupils can achieve are too low. Teaching does not provide high enough levels of challenge for pupils, which limits the progress they are able to make.
- The activities planned by teachers do not match the different abilities of pupils. Some pupils are not adequately supported and others find work too easy.
- Teachers introduce new work too quickly before pupils have understood the concepts they are learning about.
- School staff do not use assessment information accurately or confidently enough to make informed judgements about pupils' achievement. Systems to track pupils' progress are poor and do not provide a full picture of the school's performance.
- The use of the pupil premium to support disadvantaged pupils is inadequate. These pupils underachieve and the gap in attainment between them and other pupils in the school and nationally is widening.
- The school's plans for improvement lack rigour. Leaders' evaluations do not measure the impact of their work accurately enough to plan actions that raise standards.
- Leaders are too reliant on external support to help them improve the school. They do not act upon the guidance they receive from external partners rapidly enough.

The school has the following strengths

- Behaviour throughout the school is good. Pupils have positive attitudes to their learning. Staff and governors ensure that they cater well for pupils' personal development and welfare.
- The feedback teachers give pupils on their learning is helping them to improve their work.
- Pupils who have special educational needs or disabilities make good progress from their starting points. They receive intensive and varied support from the school to meet their needs.
- Parents value the work of the school, especially the parents of pupils who need additional support.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Quickly improve teaching, so that it is consistently good, to ensure that pupils make at least good progress in reading, writing and mathematics by:
 - raising teachers' expectations of what pupils can achieve and providing work that is appropriately challenging
 - planning activities that are more accurately matched to the needs and abilities of different pupils
 - ensuring teachers check that pupils' knowledge and understanding is secure before moving on to new work
 - strengthening the quality of the assessment information teachers collect on pupils so that teachers understand accurately how well pupils are achieving and how they must improve.
- Urgently improve the effectiveness of leadership and management, including governance, to secure rapid and sustained improvement by:
 - sharpening school improvement planning so that priorities are clear and focused and reflect the urgency needed to raise pupils' achievement
 - ensuring that performance information relating to pupils' progress is succinct and accurate so that it can be used effectively to bring about improvements
 - using checks on the school's work to measure thoroughly the impact of its actions to improve the quality of education provided by the school
 - taking action to narrow rapidly the gap in attainment between disadvantaged pupils and others in the school and nationally.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Newly qualified teachers should not be appointed by the school.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Senior leaders and governors have not maintained the improvements that were reported at the last inspection. Leaders are committed to improving achievement, but these intentions have not ensured that all pupils, and all groups of pupils, make the rapid progress needed to reach the highest standards. As such, standards of attainment and progress made by pupils have declined and the schools' own performance information indicates that they continue to be inadequate for current pupils.
- Leaders do not promote equality of opportunity well enough. As a result, not all pupils are achieving equally well. There are wide gaps between boys' and girls' attainment and the gap in achievement between disadvantaged pupils and others nationally is widening.
- While leaders' evaluation of the school's performance is detailed it is not fully accurate. The school's plans are complex and do not focus on improving those areas that need the most work. Consequently, different groups of pupils, including pupils in different year groups, are making inadequate progress in reading, writing and mathematics.
- The school's arrangements for tracking the achievement of pupils are ineffective. Leaders do not have the necessary assessment systems to provide an accurate picture of the progress pupils make. They do not know the proportion of pupils working at the expected standard for their age. A system to improve this, introduced in January 2016, is still being developed. As a result of their lack of analysis of available information, leaders are failing to identify priorities and to take appropriate action to bring about rapid improvements. They were unable to speak with confidence about the progress made by different groups of pupils throughout the school.
- The school does not use the pupil premium effectively to support the learning of disadvantaged pupils. Leaders do not track the progress of these pupils sufficiently well. They do not evaluate the effectiveness of the initiatives they use to support disadvantaged pupils adequately. Consequently, there are wide gaps between the achievement of disadvantaged pupils and other pupils in the school and nationally.
- Over time, the leadership of teaching has not ensured that pupils make the progress they should. Senior leaders set targets for teacher development and ensure that any increase in salary is linked to improved achievement by pupils. However, teachers' support and training, both that planned and already provided, is not having a rapid or sustained impact on improving the quality of teaching.
- Subject leaders are keen to develop their roles and have introduced new programmes to strengthen teaching in reading, writing and mathematics. They are engaged in training and share this with other teachers. However, the impact of their actions is not evaluated against measurable targets. For example, the introduction of a spelling scheme of work and assessment programme has not been reviewed to check whether the scheme is improving the pupils' ability to spell words correctly.
- Leaders work closely with the local authority and a range of other external partners to support the school. This support includes individual training provided for teachers, opportunities for staff to learn from best practice in other schools, and help for leaders to develop systems to oversee learning. However, the training provided to individual teachers is not rapidly improving the progress pupils make.
- External partners undertake regular monitoring visits to evaluate the impact of the school's improvement work but leaders do not act quickly enough on the recommendations that arise from these reviews.
- The senior leader responsible for pupils who have special educational needs or disabilities has a well-informed view of this provision. These pupils have access to individual programmes of support. The leader monitors and tracks these carefully to make sure they are working. As a result, pupils who have special educational needs or disabilities make good progress.
- The curriculum has been reviewed and provides pupils with a range of learning experiences. Pupils say they enjoy the different subjects. Pupils benefit from a significant number of extra-curricular activities such as sports-based clubs, visits and fund-raising for charities. The revised curriculum has yet to make a demonstrable difference to the achievement of pupils.
- The ethos and values of the school are well defined and staff promote them effectively to pupils. Assemblies, together with the curriculum, ensure that pupils develop a good understanding of spiritual, moral, social and cultural issues. There is a strong sense of community throughout the school.
- Pupils are given responsibility within school and they take their roles seriously. They have opportunities to learn about tolerance, respect, democracy and law but pupils do not see them as being British values.

Displays around school are of a high quality and promote learning about different religions and cultural diversity. Pupils are adequately prepared for life in modern Britain.

- The school uses its primary physical education and sports funding effectively. Pupils benefit from expert coaching and enjoy taking part in sports activities. Pupils know that doing this is important to their health and fitness. Pupils appreciate the chance to take part in competitive sports.
- The school works hard to foster relationships with parents and carers. Parent View, the school's own survey of parents and parents spoken with during the inspection indicate that parents are happy and would recommend the school to others.
- **The governance of the school**
 - The governing body is supportive and committed to the school but this does not translate into actions that have resulted in the school rapidly improving. As such, governance is ineffective. Nonetheless, the governors have a broad range of skills and experience and have received a selection of training to support their work.
 - Governors are aware of the strengths and weaknesses of the school but the information that governors receive about pupils' attainment and progress has not been accurate enough or sufficiently detailed for them to challenge school leaders effectively.
 - Governors have not checked the school's work to improve pupils' achievement sufficiently well to know what actions are having the necessary impact on pupils' outcomes.
 - Governors have an accurate understanding of the school's special resource provision and the outcomes this group of learners achieve.
 - The governing body ensures that statutory policies are up to date, particularly with regard to keeping pupils safe. Management of the performance of staff, including the headteacher, is appropriate.
 - A large budget surplus, currently being carried forward, does not benefit current pupils.
- The arrangements for safeguarding are effective. Procedures, monitoring and records are robust. All staff and governors have received appropriate training and know the correct procedures to follow should they have concerns relating to the safety and well-being of pupils. Pupils told inspectors they feel safe in school and parents agreed with the views of their children.

Quality of teaching, learning and assessment is inadequate

- Pupils do not make sufficient progress because the quality of teaching, over time, is too weak.
- Not all teachers have the necessary skills to make accurate assessments about the standards pupils are achieving. As a result, leaders do not have accurate information to use in the whole-school reporting systems.
- Teachers' expectations of what pupils can achieve are too low. Pupils comment that work is too easy. Less effective features in lessons such as copying or waiting quietly for other pupils to finish do not challenge pupils or add to their knowledge and understanding, but waste time and slow pupils' progress.
- Teachers do not use information about the needs and abilities of pupils to plan work that challenges them. In many lessons, activities are either too easy or too hard for some pupils in the group. On too many occasions all pupils complete the same task, or use the same methods, regardless of their different abilities.
- Lower ability pupils struggle to complete many of the tasks. For example, the lower ability pupils in a Year 3 lesson resorted to copying words from a dictionary without understanding their meaning. In some cases teachers move on too quickly before they have checked pupils' understanding. In other cases pupils are ready and want to move on to more difficult tasks but the teacher holds them back.
- Some teachers use questioning well to deepen pupils' thinking and check their understanding and reasoning. For example, in a Year 6 mathematics lesson, questioning was used to draw out pupils' understanding of the processes behind their calculations. However, teachers do not use effective questioning consistently or across different subjects.
- Teachers use the school's marking and assessment policy consistently. The impact of the feedback provided to pupils is effective in helping the pupils improve a specific piece of work.
- Teachers' subject knowledge is improving, especially in mathematics, as a result of new teaching programmes. Pupils' reasoning skills are being developed more confidently in older year groups. However, this work is at too early a stage to show any impact in improving pupils' standards.

- Teachers use the schools' behaviour policy well and over time this has almost eliminated low-level disruption. Pupils' attitudes to learning are consistently positive, even when teaching itself is pedestrian. They apply themselves well and engaging topics interest them. Pupils present their work carefully and their handwriting skills are improving.
- Pupils benefit from homework which is relevant and appropriate.
- Teaching assistants provide a range of support. They are effectively organised in the classrooms. However, without direct support from teaching assistants, the achievement of pupils falters. Class teachers do not plan work for pupils that accelerates their learning.
- The additional support for pupils who have special educational needs or disabilities is effective. Leaders ensure that they receive programmes that are well tailored to meet their specific individual needs.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school rightly prides itself on being a caring institution that supports all pupils, especially those whose circumstances make them vulnerable. The special resource provision provides good support for pupils on the autistic spectrum to help build their confidence, skills and achievement. Leaders integrate these pupils into the mainstream school to benefit from other learning and to share in an inclusive community spirit.
- Pupils are polite, welcoming and respectful towards each other and adults. They care about and take pride in their school.
- Staff take a very active approach to tackling bullying. As a consequence, bullying is very rare in the school and pupils report that when it does occur it is dealt with swiftly and is not repeated. Parents report that their children are safe and pupils say that they know how to stay safe. The school has tackled effectively the rare incidents of cyber bullying that have occurred outside of school.
- The curriculum provides pupils with good opportunities to develop their understanding of issues such as how to keep safe and the harmful effects of drugs and alcohol.
- Pupils enjoy coming together and sharing a sense of occasion, as was seen in assemblies, where pupils are encouraged to reflect on parallels in life and take part in whole-school singing. Pupils are confident and enjoy taking on responsibility. Typical roles include playground buddies and 'eco-warriors'. The school council plays an active role in the life of the school and has recently organised the repainting of the toilets.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school, including during breaktimes and lunchtimes, and act in a considered and sensible manner.
- The behaviour of pupils in lessons is typically good and shows high levels of self-discipline, even when work is not challenging enough or the pace of learning is too slow. They are keen to learn, well prepared for their lessons and settle quickly to tasks. On rare occasions when a pupil is off-task they follow staff instructions rapidly. Pupils are keen to do well and are ready to be challenged in order for them to reach their potential.
- Some pupils attend breakfast club, which provides them with a good start to the day. This is also having a positive impact on their attendance.
- Pupils' attendance is rising and is now in line with the national average. Absence rates for disadvantaged pupils and for pupils who have special educational needs or disabilities are higher but improving. The school has appropriate systems to support and challenge families when their children do not attend school regularly. Staff track individual cases well and understand any underlying needs.
- The number of pupils excluded has reduced considerably and is now average.
- Parents, through questionnaires, and those spoken with during the inspection, agree that behaviour is good.

Outcomes for pupils

are inadequate

- Pupils enter the school with broadly average attainment, except in one year group where it is lower.
- Year 6 pupils, in 2015, made insufficient progress in reading, writing and mathematics.
- The attainment of Year 6 pupils in 2015 was well below national averages in reading, writing, grammar, punctuation and spelling, and mathematics.
- The school's data shows that progress being made by current pupils throughout the school, from their different starting points, is consistently inadequate across all year groups in reading, writing and mathematics. Improvements are small and inconsistent across subjects and year groups. Since September 2015, the school's data for current pupils' progress indicates a further decline.
- Too few pupils make more than expected progress in reading, writing and mathematics. As a result, pupils do not reach the high standards of attainment they could.
- The school does not maintain an overview of how well pupils are improving their grammar, punctuation and spelling.
- The proportion of disadvantaged pupils who make, and exceed, the expected progress from their different starting points in reading, writing and mathematics is well below average. The gap in attainment between disadvantaged pupils and others in the school and nationally is widening.
- Boys do not attain as well as girls and the gaps remain wide across all year groups. Children looked after are not making adequate progress. A large majority of the most able pupils attain well, however.
- The progress made by pupils who have special educational needs or disabilities, from their starting points on entry to the resource provision, is good. This is because pupils receive intensive support from the school to meet their individual needs.
- Pupils are not reaching their full potential. As a result, not all pupils in Year 6 are sufficiently prepared for transfer to secondary school.

School details

Unique reference number	112633
Local authority	Derbyshire
Inspection number	10011734

This inspection 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	190
Appropriate authority	The governing body
Chair	Wendy Bilbie
Headteacher	Susan Hughes
Telephone number	01283 217 855
Website	www.springfield.derbyshire.sch.uk
Email address	info@springfield.derbyshire.sch.uk
Date of previous inspection	30 April 2014

Information about this school

- Springfield is smaller than the average junior school.
- A large majority of pupils are White British. The school has a higher proportion of boys than most schools.
- The proportion of disadvantaged pupils supported by the pupil premium is well above the national average. The pupil premium is additional government funding for pupils known to be eligible for free school meals or children looked after by the local authority.
- The proportion of pupils who have special educational needs or disabilities is above average.
- The school operates a special resourced provision, the 'Balloon Room', for pupils with special educational needs or disabilities. Currently 20 pupils from Years 3 to 6 make use of the provision. The vast majority of these pupils have a statement of special educational needs or an education, health and care plan. Most of the pupils who use the provision have autistic spectrum disorder.
- The school runs a breakfast club.
- In 2015 the school did not meet the government's floor standards, which set the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school does not meet the requirements on the publication of information about curriculum content, and the report on special educational needs and disabilities, on its website.

Information about this inspection

- Inspectors observed pupils' learning in 11 lessons, including the special resource provision. Some of this learning was observed together with senior leaders.
- Discussions were held with school staff, the governing body and a representative of the local authority.
- The inspectors met with two groups of pupils, talked to pupils informally, attended assembly and listened to pupils read.
- Although no questionnaires were completed by staff, the 17 responses by parents to Ofsted's online questionnaire (Parent View) were taken into account. Inspectors spoke informally to parents at the beginning of the school day.
- Inspectors observed the work of the school and looked at a wide range of evidence, including: the school's analysis of its strengths and weaknesses; the schools' own information on pupils' current attainment and progress in reading, writing and mathematics; planning and monitoring documentation; the work in pupils' books; and records relating to attendance and behaviour.
- The school's child protection and safeguarding procedures were scrutinised.

Inspection team

Vondra Mays, lead inspector

Ofsted Inspector

Janis Warren

Ofsted Inspector

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