

# Inspection of Springfield Primary School

Cavendish Street, Sheffield, South Yorkshire S3 7RZ

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Inspection dates: 16–17 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this school?**

This is a school where staff are determined to give every child the best possible experiences of learning. Leaders and staff know every child well. All staff have high expectations of what pupils can achieve. Pupils' personal development is exceptional in this school.

Pupils enjoy attending school and studying a wide range of topics across the curriculum. They like the trips that support their learning, for example to the Space museum and trips that stay overnight in Year 6. Pupils eagerly take part in a wide range of extra-curricular activities and exciting outings that the school provides.

Pupils value the experiences that their teachers provide for them. They said that learning is exciting. Teachers encourage pupils to read every day. Pupils said that they behave well in class. They said that bullying is rare, and when it does happen, staff deal with it successfully. Pupils said that they feel safe in school.

## **What does the school do well and what does it need to do better?**

Reading in school is a high priority. From Nursery onwards, pupils learn the phonics skills that they need. Teachers are confident and knowledgeable in teaching phonics. Staff quickly help those pupils who find reading more difficult to catch up. Pupils say that they enjoy reading. Pupils love earning rewards for reading at home. Children in early years are prepared well for Year 1. Staff work well with pupils to ensure that they gain confidence and fluency in reading as they move through the school.

Mathematics teaching is well planned and has improved since the last inspection. There is a clear plan in place that builds on previous learning. Teachers ensure that lessons allow pupils to revisit what they have learned so that they can confidently move on to new learning. Effective teaching of mathematics prepares pupils well for the next stage of their education.

Leaders carefully plan what pupils need to learn. They make sure that teachers plan lessons to build on what pupils have learned before. In some subjects, such as science and history, leaders are aware that on occasion pupils are not moving on to new learning quickly enough. This is slowing the progress some pupils make.

Personal development is a real strength of the school. Leaders work tirelessly to make sure that every child has many different learning experiences. Staff give each pupil extensive and personal support so that they can become successful learners. Pupils are exceptionally well supported to become active citizens within their own community.

There are many different opportunities for pupils beyond the academic learning. Pupils attend Sheffield University and other local schools to take part in fun activities and experiences that broaden their learning. These visits support pupils' confidence and resilience and prepare them well for the future. Pupils are exceptionally tolerant of each other's differences. One pupil said, 'At Springfield, we are one!'

Pupils are attentive and listen well in class. Pupils have positive attitudes to their learning, and even when they struggle, they persevere. Relationships between pupils and adults are warm and supportive.

The curriculum supports pupils with special educational needs and/or disabilities (SEND) well. These pupils are fully involved in the lessons. They are supported by highly trained teaching assistants who know them well.

The headteachers are well supported by staff, who work relentlessly to improve the school and support the community. Staff value the support and training they are given. They agree that leaders consider their workload and well-being.

Governors are supportive of the school and work well with school leaders. Governors know what the school does well and what it needs to work on next.

Most parents and carers rate the school highly and would recommend the school to others.

## **Safeguarding**

The arrangements for safeguarding are effective.

Keeping pupils safe at all times is a school priority. Leaders make sure that the right checks on staff are made before they start work. Pupils say that they feel safe because their teachers look after them. Pupils are confident that they can talk to any staff member if they have a problem. The school works well with other agencies to keep pupils safe.

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

### **(Information for the school and appropriate authority)**

- Leaders are ambitious for all pupils to do well. This enables most pupils to learn well. The school's curriculum is not always planned and sequenced sufficiently to ensure that pupils move on to new learning when they are ready. This means that for some pupils, they repeat learning that is already stored in their long-term memory before moving on. This is particularly evident in key stage 2 in science and history.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	107073
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10110678
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mike Patterson
<b>Headteacher</b>	Linda Joseph
<b>Co-Headteacher</b>	Sally Holder
<b>Website</b>	<a href="http://springfieldschool.org.uk/">http://springfieldschool.org.uk/</a>
<b>Date of previous inspection</b>	7–8 October 2015

## Information about this school

- This school was previously inspected on 7–8 October 2015 and was judged to be good overall.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, co-headteacher and assistant headteacher. We met with two members of the local governing body, including the chair, and a representative of the local authority.
- We considered in detail pupils' learning in reading, mathematics, science and history. We made lesson visits with leaders to classes, checked pupils' work and spoke with pupils about their learning. We discussed the curriculum in these subjects with teachers and leaders.
- I visited the Reception class and spoke with the early years leader.
- We considered safeguarding by speaking with leaders, staff, pupils and parents. We also considered a range of documentation relating to safeguarding, including checks made on the suitability of adults to work in a school.

- We considered pupils' behaviour throughout the two days and considered 23 responses to the Ofsted pupil survey. We met with pupils formally and informally throughout the inspection.
- We spoke to parents informally on the playground and considered parental responses to Ofsted's parental questionnaires.
- Both of us spoke to teachers to discuss their experiences of working at the school, including their workload. We considered 16 responses to the Ofsted staff survey.

### **Inspection team**

Rebecca Clayton, lead inspector	Ofsted Inspector
Pritiben Patel	Ofsted Inspector

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