

Inspection of Springfield Primary School

Springfield Road, Sale, Cheshire M33 7XS

Inspection dates: 16 and 17 November 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils are extremely proud of their school. They told inspectors that everyone is welcome at Springfield. Pupils feel safe and happy because they know that staff care about them.

Children in the early years settle quickly. They chat happily with their friends as they explore the stimulating environment that leaders have created. Older pupils take their responsibilities, such as being members of committees, seriously. They actively contribute to the school life and the wider community. Pupils are very pleased with the work that they do to support local charities through fundraising events.

Pupils achieve extremely well. Their behaviour is exemplary. Pupils display high levels of respect and understanding for others. Bullying is very rare. Pupils are confident that, should it occur, it would be dealt with swiftly.

Leaders, staff and governors share a commitment to the school. They have high expectations for pupils. The parents and carers who shared their views with inspectors would unreservedly recommend the school to others.

Pupils appreciate the extensive range of opportunities which broaden their horizons. These include visits to major cities, musical performances and representing the school in sporting events. Pupils develop resilience and perseverance through residential trips and fieldwork. Pupils eagerly strive to live up to the school values as they care, learn and achieve together.

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

Leaders have designed an ambitious curriculum that meets the needs of all pupils exceptionally well. This includes pupils with special educational needs and/or disabilities (SEND). From the early years to Year 6, curriculum plans clearly identify what leaders want pupils to know. Leaders have carefully ordered this knowledge. Links between subjects are skilfully woven throughout the curriculum. This helps pupils to make connections across subjects.

Teachers use assessment information well to plan what pupils need to learn next. Teachers ensure that pupils have the knowledge that they need before they move on to learning something new. For example, they have revisited the learning that was lost or missed due to the COVID-19 pandemic. This is making sure that pupils have the building blocks in place for future success.

Leaders actively promote a culture of teamwork and collaboration among staff. This helps to enhance teachers' strong subject knowledge further, especially for those staff who are new to teaching. Highly effective support enables teachers to identify those pupils who require additional help. Teachers appropriately adapt plans for pupils with SEND. All pupils, including pupils with SEND, achieve exceedingly well.

Staff in the early years are extremely knowledgeable about how young children learn. They utilise every opportunity to develop children's vocabulary and communication skills. This is particularly successful with children who speak English as an additional language. Staff encourage children to be curious about the world around them. Children are excited and eager to learn new things. They achieve exceptionally well in the early years because the curriculum is very well planned to meet their developmental needs. Children are very well prepared for Year 1.

From the Nursery class to Year 6, pupils' passion for reading shines through. Pupils read widely and often. In the early years, children relish joining in with songs, rhymes and traditional stories. Older pupils talked avidly about their favourite authors and the books that they have read. The delivery of the school's phonics programme is highly effective. Pupils benefit from the opportunity to practise their phonics knowledge across a wide range of activities. They apply their phonics knowledge accurately when they are reading unfamiliar words. Pupils who are struggling to read receive highly effective support from skilled staff. This helps them to become confident, fluent readers.

Pupils' behaviour is excellent. They are extremely polite and well-mannered. Disruptions to lessons are very rare. Well-established routines foster pupils' positive attitudes to learning. Pupils treat others with respect and understanding. They clearly articulate what makes a good friend. Pupils know how to behave in a safe way. They recognise how their actions and words can affect others.

The opportunities leaders provide for pupils' personal development are exemplary. Leaders actively promote pupils' deep understanding of other cultures, faiths and beliefs. Older pupils frequently contribute to improving the school through their pupil voice debates. Pupils discuss topical events in an extremely mature and knowledgeable way. Pupils have the opportunity to take part in an extensive range of creative and sporting clubs. They understand the importance of looking after their physical and mental health.

Governors are very experienced in the roles that they have on the governing body. They use their knowledge effectively to hold leaders to account for the quality of education that they provide. Staff feel that their workload and well-being are strongly supported by both leaders and governors.

Safeguarding

The arrangements for safeguarding are effective.

Staff's training enables them to quickly recognise any changes in pupils' demeanour. All staff know the procedures that they should follow should they have any concerns about pupils. Leaders ensure that vulnerable pupils and their families receive any additional support that they may need. Pupils know how to keep themselves safe in a variety of situations, including when they are out in the local community. They know that there is always an adult in school who will listen to them if they have any worries or concerns. Leaders and staff are particularly mindful of pupils' increasing

use of social media and mobile devices. Leaders provide guidance for parents on how they can help their children to use the internet safely when they are not at school.

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 information from Ofsted Parent View 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 are the school and you are 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

Unique reference number	106298
Local authority	Trafford
Inspection number	10199406
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	683
Appropriate authority	The governing body
Chair of governing body	Mike Freeman
Headteacher	Alison Chard
Website	www.springfieldprimarysale.co.uk
Date of previous inspection	25 and 26 April 2007, under section 5 of the Education Act 2005.

Information about this school

- The current headteacher was appointed in 2012. The number of staff on the leadership team has grown as the number of pupils on the school's roll has increased.
- A new chair of governors has been appointed since the previous inspection.
- The school does not use any alternative provision.

Information about this inspection

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

- This was the first routine inspection since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and staff, and have taken that into account in their evaluation.
- During the inspection, inspectors spoke with the full governing body, the headteacher, members of the leadership team and staff. The lead inspector also met with a representative from the local authority.

- Inspectors considered the responses to Ofsted Parent View, Ofsted’s online questionnaire, including the free-text comments. They also met with parents at the start of the school day. Inspectors considered the responses to both the pupil and staff surveys.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, physical education, Spanish and science. Inspectors also reviewed a range of evidence for art and design, and geography. They met with subject leaders, visited lessons and spoke to staff. They also spoke to pupils about their learning and their experiences of the school. Inspectors also looked at pupils’ work and listened to pupils read.

Inspection team

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