

Inspection of a good school: Springfield Primary School

Nursery Road, Sunbury-on-Thames, Surrey TW16 6LY

Inspection dates:

22 and 23 February 2022

Outcome

Springfield Primary School continues to be a good school.

What is it like to attend this school?

Springfield Primary is a school where every pupil is welcome and cared for. It is a happy school where leaders and staff work hard to make sure that all pupils feel safe and are ready to learn. Pupils know who they can talk to if they have a concern or problem.

Pupils know that adults have high expectations of them and understand the school wants them to 'Aim high and achieve excellence, together'. They told the inspector that they know the teachers are here to help them and that they encourage them to keep wanting to know more. Pupils are attentive in lessons, including the very youngest. They rise to teachers' expectations and enjoy being challenged.

The school is a calm place. This is because pupils are well behaved. Those pupils who do struggle with their behaviour are well supported. Pupils say bullying is rare. If they see a problem, the school has taught them to be 'up standers, not bystanders' and tell someone.

Pupils have many opportunities to take on roles of responsibility, which they take seriously. Year 6 sports leaders enjoy leading GUGA (Get Up Get Active) for the benefit of other pupils.

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

Senior leaders, the trust and staff are determined that all pupils will succeed, whatever their needs or circumstances. They have high expectations of what pupils will achieve and put in extra support for those that need it.

Pupils with special educational needs and/or disabilities (SEND) are effectively supported and achieve well. Leaders have a thorough understanding of pupils' needs and ensure that plans are in place to support their learning. As a result, teachers plan tasks that enable pupils with SEND to achieve their targets.

Leaders have designed a curriculum that is broad, well-structured and covers the national curriculum. All subject leaders plan for each year group, detailing what pupils have previously learned and what they need to learn. This helps teachers to move pupils' learning forward through sequences of lessons and check what they understand and remember. In turn, this enables pupils to build their knowledge and skills as they move through the school. Pupils with SEND are well supported. Teachers adapt learning tasks to meet these pupils' needs so that they can learn alongside their classmates.

Reading is a priority for school leaders. They are determined that all children leave the school fluent and proficient readers. Leaders have designed a reading curriculum that ensures pupils are exposed to a wide range of different texts and vocabulary. Teachers are clear about what pupils will learn and when they will learn it. They check regularly that pupils have understood before moving on. There is a programme in place to support any pupils that struggle, including those children in the Reception classes.

The teaching of phonics continues throughout the school. From the early years, children learn how to recognise and pronounce different sounds. As their knowledge grows, they become more confident readers. All staff follow the agreed phonics scheme and provide pupils with books that match the sounds they know. However, a few staff have not had sufficient training and sometimes use teaching methods which confuse pupils.

The mathematics curriculum outlines clearly what pupils should know at the end of each year. It is sequenced well to build on pupils' knowledge and skills. Pupils from early years upwards learn and remember the key vocabulary they need to describe their mathematical thinking, explain their answers and share ideas. Teachers ensure they check carefully that pupils understand and remember their previous learning before moving on. Pupils benefit from regular practice, recalling times tables and number facts to help them think quickly.

Pupils' well-being is crucial to leaders and they ensure that pupils receive the support they need so their learning is not interrupted. As a result, pupils work hard in lessons, stay focused and do not distract others. Pupils learn that everyone is different and that differences are to be respected.

Leaders work hard to make sure that all pupils enjoy the curriculum and join in the many wider opportunities available, such as learning musical instruments or attending one of the many clubs on offer. Pupils in Year 6 are given a variety of opportunities to take on leadership roles and become members of the pupil parliament, house captains and prefects.

Staff feel well supported and know that leaders are conscious of their workload. They value the high-quality professional development they receive from leaders and the trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have systems and procedures in place that ensure any concerns are recorded and acted upon immediately. Leaders are tenacious in securing the support needed for pupils and their families and work well with other agencies. Staff are well trained and receive useful, regular safeguarding updates. They are vigilant and know the procedures to report concerns. Pupils are taught to be safe when they are not in school. They understand and know how to manage risks both online and when in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff have recently taken up their posts and have not been fully trained to deliver the school phonics scheme. They do not always follow the agreed approaches when teaching phonics, which can be confusing for the pupils. Leaders should ensure that all staff know how the school expects them to teach phonics and follow this approach.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

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	140350
Local authority	Surrey
Inspection number	10200423
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	Board of trustees
Chair of trust	Lynne O'Reilly
Headteacher	Caroline Gibbins
Website	www.springfield.org
Date of previous inspection	29–30 November 2016

Information about this school

- The new headteacher was appointed in 2018.
- The school is part of the GLF Schools multi-academy trust.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders, staff and pupils.
- The inspector spoke remotely to six trustees, including the chair, and met with the trust's chief executive, education director and education partner.
- Deep dives were carried out in these subjects: early reading, mathematics and science. To do this, the inspector met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- The inspector met with pupils from different year groups to talk about their learning and experiences at school.
- Pupils were observed reading to a familiar adult.

- To evaluate the effectiveness of safeguarding, the inspector spoke with staff, pupils and members of the trust. The inspector met with members of the safeguarding team to review records, policies and staff training.
- The views of parents, staff and pupils were considered through Ofsted's online surveys.

Inspection team

Becky Greenhalgh, lead inspector

Ofsted Inspector

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