

Inspection of a good school: Springwood High School

Queensway, Gaywood, King's Lynn, Norfolk PE30 4AW

Inspection dates:

2 and 3 November 2022

Outcome

Springwood High School continues to be a good school.

What is it like to attend this school?

Pupils are happy and safe. They move around the large site in a calm manner. Pupils have good relationships with their peers and the staff. They say bullying is rare. If it happens, staff deal with it quickly. Pupils enjoy coming to school. They learn about tolerance and respect and feel that the school is very inclusive. Pupils appreciate the high-quality care and support they receive from staff.

Pupils are positive about their education. They pay attention to teachers in class and are keen to answer questions. Pupils take pride in the presentation of their work. They value the wide range of subjects that they can choose, such as astronomy. Low-level disruption is not common but is dealt with effectively when it happens.

Sixth-form students are fully involved in school life. Many mentor younger pupils in mathematics and English. They access a wide range of enrichment opportunities. Students are supported to set up and run their own clubs and societies. This allows them to explore their own passions and interests. They benefit from independent careers advice that prepares them well for their next steps.

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

A well-planned and ambitious curriculum is in place, including for students in the sixth form. It builds on what pupils have learned in key stage 2 and develops knowledge throughout their time at school.

Teachers know their subjects well. In most areas, they are skilled at using appropriate teaching strategies to help pupils and students improve. Leaders have introduced strategies that help pupils learn and remember key information. Pupils enjoy the knowledge retrieval activities that are part of many lessons. This helps them to think hard and remember information they previously learned. Subject leaders are developing their use of assessment to support pupils to achieve well. Many teachers are precise in using a range of information about what pupils know or struggle with to adapt their teaching. This

ensures gaps do not appear in pupils' understanding.

In some areas, teachers are less clear about what they want pupils to know and be able to do at specific points. This means that some pupils have gaps in their knowledge and do not achieve as highly as they could.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified. Where appropriate, the SEND team works closely with external agencies to secure additional support. Team members provide staff with clear information about how to support pupils effectively. This helps to ensure that pupils are well integrated into school life.

Leaders ensure that appropriate support is put in place to help pupils who struggle to read develop their fluency. Staff are well trained to help weaker readers to get better. Pupils read regularly in school, and this contributes to their confidence and enjoyment of books.

Staff use the behaviour system appropriately to allow pupils to concentrate in lessons. Low-level disruption is not common. It does happen on occasion, but teachers manage it effectively and this allows pupils to learn.

Pupils engage well in the wider curriculum offer. Pupils, and sixth-form students, benefit from the diverse choice of activities available. They talk passionately about the benefits of participating in different sports teams, as well as the wide range of music clubs. Singing is particularly popular. In addition, the science, technology, engineering and mathematics (STEM) club and the school pantomime provide pupils with opportunities to develop particular skills and interests. Enrichment opportunities are inclusive and pupils from different backgrounds are well represented.

Leaders, including governors, have a good understanding of the school's strengths and areas for development. Leaders and teachers benefit from effective support from colleagues within West Norfolk Academies Trust (the trust). Staff and parents are very positive about the school leadership. Staff feel well supported and appreciate the consideration that leaders give to their workload.

Safeguarding

The arrangements for safeguarding are effective.

Throughout the school, there is a strong safeguarding culture. All necessary pre-employment checks are made on adults working at the school. Staff are trained to identify and recognise signs that pupils may be at risk of harm. Suitable and effective systems are in place to record any concerns. When external support is required, leaders liaise with agencies in a timely manner. The needs of the school's community are well known. Pupils receive age-appropriate information about their well-being. They have a good understanding of how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, subject leaders and teachers are not clear about what they want pupils to know and be able to do at key points in the curriculum. This means that pupils do not learn all of the key information they should. Leaders should ensure that the curriculum identifies the key knowledge pupils need for all subject areas.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2017.

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.

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	136515
Local authority	Norfolk
Inspection number	10211468
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,892
Of which, number on roll in the sixth form	489
Appropriate authority	Board of trustees
Chair of trust	Roger Livesey
Headteacher	Andrew Johnson
Website	www.springwoodhighschool.co.uk
Date of previous inspection	22 February 2017

Information about this school

- The school currently makes use of one registered alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, music and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with representatives from the trust, school leaders, staff and pupils over the course of the inspection.

- The lead inspector checked the school's single central record of recruitment and vetting checks and met with the designated safeguarding lead and deputies to discuss how the school keeps pupils safe. A range of safeguarding documents were reviewed.
- Inspectors reviewed 124 responses from Ofsted's online survey, Ofsted Parent View, including 120 free-text responses. They also considered 317 survey responses from pupils and 117 responses to Ofsted's staff survey.

Inspection team

Bessie Owen, lead inspector

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