

Inspection of an outstanding school: Springwood Junior Academy

Aughton Lane, Aston, Sheffield, South Yorkshire S26 2AL

Inspection dates:

7 and 8 February 2024

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

When you are part of Springwood Junior Academy you never walk alone. Friendship, support and help start in the Nursery and continue through to Year 6. The pupils are polite and welcoming. They enjoy a rich curriculum with a wide range of opportunities that extend beyond academic lessons. The school has focused on improving outcomes for pupils. Progress has been made, but this remains a priority.

The calm atmosphere in school helps pupils to feel safe, secure and cared for well. This gives the pupils the freedom to be themselves and to satisfy their curiosity to learn without fear of failure. The school is strengthening its work with families and the community.

Pupils trust adults in school. If they or a friend have worries, they know they can share them with any adult. When this happens, staff act quickly to support and reassure pupils. Behaviour in school is strong, with clear expectations that are understood by staff and pupils.

The school has high expectations for all pupils including those who have special educational needs and/or disabilities (SEND). The staff know the pupils and their needs extremely well at Springwood.

Pupils are proud ambassadors for the school. Pupils jump at the chance to be school councillors and play leaders. They also work in partnership with the local police to make the community a safe place to live and prosper.

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

Staff and pupils love to learn at Springwood. The curriculum is broad and has a focus on the needs of the pupils and the community the school serves. Reading is part of every pupil's day. Phonics sessions are integral to the daily routine for those at the early stages of learning to read. Staff skilfully correct pupils' misconceptions. Pupils expect this support and, as a result, feel confident to use the 'segmenting' and 'blending' strategies they have been taught.

As pupils progress through school, wider reading opportunities are in place. Subject-specific texts are available for pupils to read when topics are covered. The school has chosen books for the pupils to read that challenge stereotypes and broaden their understanding of the world. Pupils speak with passion and knowledge about their favourite books and authors.

The school develops pupils' subject-specific vocabulary well in all curriculum areas. For example, staff support pupils in mathematics to use subject-specific language. Also, in mathematics, when a problem is set, pupils discuss and debate their mathematical thinking well with their peers.

The school has thought carefully about what the pupils need to know. Following reviews and reflections, additional work to identify the important knowledge pupils need to learn is ongoing. One such example is the new afternoon sessions that are short and focus on recalling previously taught knowledge and skills. In physical education, this is evident. Pupils think back to previous work and apply knowledge and skills, such as body tension, to movement patterns well.

In Nursery and other early years classes, the children enjoy exploring the indoor and outdoor spaces. The learning opportunities provided by staff are well thought out. The children take turns and play together nicely. Staff have thought carefully about how to help children move up to the next class seamlessly. The Nursery, Reception and Year 1 environments are similar, with subtle changes to make them age and stage appropriate.

Pupils with SEND receive timely support. These pupils play a full role in the school and access the same curriculum as their peers. The information that supports pupils with SEND is clear, practical and accessible to staff. As a result, the adaptations that are made for pupils with SEND are made well.

The school is keen for all pupils to do their best. Pupils' behaviour does not disrupt learning. A clear sense of purpose in lessons and during less-structured times of the school day mean that low-level disruption is minimal. When pupils lose focus, staff are quick to bring their attention back. The school has established routines in class. Transition between activities is slick and quick.

The school's core values, namely 'positive, respectful, independent, determined and empathetic', are integral to the personal development curriculum. The curriculum prepares pupils for life beyond Springwood effectively. The school offers sports clubs, confidence clubs, community projects and a whole lot more. The school has community links in place

with the local police force and library. Links with pupils' families are developing. Leaders are keen to hear more from families so that pupils' needs are met to an even greater extent.

The trust and school work together well. The school is outward-looking and engages with organisations outside of the trust to enhance the school's offer further. Governors offer challenge and support to the decisions leaders make. The golden thread for the school, its governors and trust is, 'Is it in the best interests of the pupils?'. If the answer is yes, then it happens at Springwood.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum does not ensure that pupils consistently retain the important knowledge identified in curriculum plans. As a result, pupils do not make the progress of which they are capable. The school should continue to strengthen the recent improvements in this area so that pupils' outcomes continue to improve.
- The school is improving how it engages with parents and the community. However, there is still limited engagement with some families. This leads to partnerships between the school and home that are not as strong as the school desires. The school should continue to improve how it collaborates with all families.

Background

When we have judged outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in June 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142139
Local authority	Rotherham
Inspection number	10315580
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	Board of trustees
Chair of trust	John Barton
Principal	Rebecca Malton
Website	www.springwoodacademy.org
Dates of previous inspection	12 and 13 June 2018, under section 5 of the Education Act 2005

Information about this school

- Springwood Junior Academy is one of 12 schools in the Aston Community Education Trust.
- The school does not make use of alternative provision.
- The school has seven classes and a nursery. The school has 16 places for 2-year-old children.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and physical education. The inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work.

- Meetings were held with the CEO, executive principal, principal, governors, trustees, senior leaders, the special educational needs coordinator, subject leaders and teachers.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The responses to Ofsted's surveys for pupils, staff and parents were also considered.

Inspection team

Richard Jones, lead inspector

His Majesty's Inspector

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