

Inspection of a good school: Springhead Primary School

Forty Steps, Anlaby, Hull HU10 6TW

Inspection dates:

20 and 21 February 2024

Outcome

Springhead Primary School continues to be a good school.

What is it like to attend this school?

Springhead is a school where no one is invisible. The staff and pupils know and value the strong relationships they have. Families feel part of the school and are overwhelmingly supportive. The school day begins for pupils with a warm welcome. The school is a focal point for the community. It is a place where all involved, from the governors to the youngest of pupils, feel part of the Springhead family.

Lessons are alive with activity. Pupils focus on the carefully considered tasks that support the curriculum aspirations. For example, in art, pupils considered the work of famous artists and recreated their own ideas, but with a Springhead spin. Pupils clearly understand routines.

In early years, children thrive. The environment allows children to interact with each other and the staff in a meaningful way. Play in early years is purposeful.

In class and around school, there is a calm atmosphere. Pupils with special educational needs and/or disabilities (SEND) learn, play and grow with their peers. The staff know the pupils extremely well.

The school is continually looking at how it can improve the academic curriculum. This ensures that the high aspirations the school has for its pupils are continually rising. Pupils enjoy success in all areas of the curriculum. This gives the pupils a strong platform to build on as they move on to the next phase in their education. Pupils enjoy the wide array of additional activities on offer. Clubs, such as those for debating and karaoke, are part of the offer, which is carefully selected by staff to nurture pupils' interests and passions.

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

The school aims to 'ignite ambition' in pupils. The ambitious, well-thought-through curriculum that all pupils receive supports this ambition well. The staff know the pupils, the pupils know the staff, and both know the importance of learning. The curriculum blends the needs of the pupils, community and the wider world well. The knowledge pupils acquire in subjects at Springhead gives them a great start in life.

Reading is part of the daily routines. Pupils look forward to reading. Staff bring the carefully chosen books to life and allow pupils to read texts that link to the different subject areas. Pupils who are at the early stages of learning to read receive support and help that are well considered. When pupils choose a free reading book, they have the chance to select from books that challenge stereotypes.

The school has made changes in how it supports pupils to understand and use subject-specific vocabulary appropriately. These improvements are at an advanced stage. As a result, pupils' ability to discuss and review their work is strong. However, the school is keen to continue to strengthen and further develop the use of subject-specific vocabulary by pupils. In mathematics, pupils have time to discuss and debate with other pupils their thoughts and ideas for solving problems. Pupils enjoy this and engage willingly.

Opportunities to develop writing are not restricted to one curriculum area. The school has included opportunities across the curriculum, where pupils can write in different styles. For example, in history, pupils write about slavery from different perspectives.

The school is outward looking. Leaders actively seek out opportunities for staff and pupils that enhance their education. Staff training is carefully matched to meeting pupils' needs. Activities beyond the taught curriculum are chosen well. Staff integrated a recent trip to a sculpture park into the mathematics and art curriculums effectively. Pupils speak with interest about the trips they have been on and the trips that are to come.

The calm and stimulating learning environment starts in early years. The children know the routines well in early years, such as where they sit and read during phonics sessions. Children have the freedom to explore their interests in the different role-play areas. Whether it be constructing a castle with blocks or looking for differently sized giant footprints on the floor, children are attentive and interested. This helps children to apply what they have learned in practical activities, such as measurement in mathematics.

Pupils with SEND enjoy their learning as much as their peers. The school works effectively to remove any barriers to learning and helps pupils to blossom over time. Adults who work with pupils with SEND are well versed in their individual and specific needs. Pupils with SEND are supported effectively.

The behaviour of the vast majority of pupils is of a high standard. This enables learning to take place without interruption. When behaviour does not meet the high standards expected, staff are swift to support and quick to calm the situation and re-engage pupils. Pupils feel safe and insist that the staff are supportive should they have any worries.

The personal development curriculum does not stand in isolation from other curriculum areas. The taught curriculum provides pupils with the knowledge of how to be safe and positive members of the community. Beyond the classroom, the author's chair, buddy bench and various leadership roles allow pupils to enact and apply their knowledge from lessons.

Staff use the time before school to welcome pupils and ensure that they are ready to learn. For some pupils, this involves eating breakfast. For others, it can be a silent disco, playing chess and quietly sewing. A smooth, seamless transition into formal learning is the result.

Governors are part of the day-to-day activities in school. They support and challenge strategic decisions. Senior leaders welcome this relationship. In addition, the school has positive working relationships with the local authority and other schools. What is clear is that, once you are part of the school in whatever role, you quickly become part of its determination to create positive, happy memories for children.

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 retain and apply advanced, subject-specific vocabulary appropriately. As a result, pupils' depth of understanding of the subject knowledge has limits. The school should embed refined, subject-specific vocabulary so that pupils' strong subject knowledge is developed further.

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 first ungraded inspection since we judged the school to be good in October 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	117885
Local authority	East Riding of Yorkshire
Inspection number	10297288
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Sarah Turner
Headteacher	Naomi Prutton
Website	www.springheadschoole.riding.net
Dates of previous inspection	2 and 3 October 2018, under section 5 of the Education Act 2005

Information about this school

- The school make use of one registered alternative provision.

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 had 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 the evaluation of the school.
- The inspector conducted deep dives in reading, mathematics and art. 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 headteacher, governors, a representative from the local authority, 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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