

Inspection of a school judged good for overall effectiveness before September 2024: Springhill Primary Academy

Mossbank Avenue, Chasetown, Burntwood, Staffordshire, WS7 4UN

Inspection dates:

22 and 23 October 2024

Outcome

Springhill Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher is Jack Edwards. This school is part of the REAch2 Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Cathie Paine, and overseen by a board of trustees, chaired by Gavin Robert.

What is it like to attend this school?

Springhill Academy has such a lovely warm, welcoming feel. Pupils are happy at the school and they are proud to attend. They say that teachers are caring and are always there to help them. Pupils know who to talk to if they have any worries. As a result, pupils feel safe in school.

The school has high expectations of the achievement and behaviour of pupils, including those with special educational needs and/or disabilities (SEND). Pupils work with determination in the classroom and achieve well as a result. Pupils have impeccable manners. They greet visitors warmly. Pupils behave well and look after one other.

Children in the early years are very well taken care of. Their environment is designed carefully to meet their different needs. Children develop their communication skills well. As a result, they love talking about what they are doing and confidently use the new vocabulary they have learned.

Pupils benefit from the many opportunities the school offers. For example, the trust has designed a list of activities the pupils take part in, known as '11 before 11'. Pupils talk excitedly about their experiences including 'sleeping under the stars,' bird watching and taking part in a 'colour run.'

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

All pupils receive a broad and balanced education and the school's curriculum is ambitious. It makes clear the important knowledge that pupils need to learn, starting in the early years. In mathematics, for example, pupils in Year 2 confidently use related simple addition facts to calculate adding multiples of 10. Teachers have secure subject knowledge and make lessons interesting. Wherever possible, practical activities, technology and visits help make learning memorable. For example, pupils make effective use of technology to research and enhance their knowledge of Greek gods. They enjoy talking about the gods and what they represent. Pupils build their understanding well over time.

Teachers know their pupils well. They ensure pupils regularly recap previous learning and check their understanding. This helps pupils to remember the important facts. However, a few pupils lack the necessary communication skills to talk about their learning and reflect on what makes them successful. These pupils then develop gaps in their learning.

Reading is a priority. Throughout school, books are carefully selected for the age and interests of the pupils. Teachers read to pupils regularly. The school carefully builds upon and checks how well pupils learn phonics. Expertly trained staff deliver these phonics lessons daily. Any gaps in knowledge are swiftly identified and supported through regular catch-up sessions for those pupils who need it. Pupils in the school learn to read very well, including pupils with SEND.

The development of reading skills continues with a focus on developing pupils' reading fluency and comprehension skills. However, on occasions teachers do not make the necessary adjustments in reading lessons for some pupils to access the text well enough. This means that these pupils do not achieve as highly as they could.

The school identifies the additional needs of pupils with SEND quickly and accurately. These pupils follow the school's full curriculum. The school ensures that staff receive the training they need to help them meet the needs of pupils with SEND effectively. In lessons, they provide adaptive support where appropriate. The school works well with parents and carers and other professionals to ensure that pupils get the extra help and support that they need. This enables pupils with SEND to access the curriculum and achieve well.

Pupils follow well-established school routines and behave positively. There is no disruption to learning in lessons. The school teaches a behaviour curriculum, which includes opportunities for the pupils to learn to self-regulate their behaviours. It promotes positive behaviour through the 'Reach High' values. Pupils know and follow the school's expectations well. Pupils' attendance is a high priority for the school. It communicates the importance of regular attendance at every opportunity. The school works closely with families where attendance is a concern. As a result, pupils attend school regularly.

Pupils follow a valuable programme of personal, social and health education (PSHE). Pupils learn about safety, including how to stay safe online. Pupils proudly carry out leadership roles, such as the school parliament, sports leaders, eco-warriors. Older pupils take on the role of librarians. They keep the library tidy and hear younger children read.

Leaders are well supported by the trust and local governors. The trust understands the strengths of the school and provides strong support to address any areas for improvement. Staff feel well supported. They are proud to work at the school and appreciate how the school considers their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally teachers do not make the necessary adjustments in reading lessons for some pupils. This means that these pupils do not access the text as well as they could. The school should provide training so that teachers can use a wider range of strategies to enable all pupils to have a secure understanding of what they are reading.
- A few pupils lack the necessary communication skills to talk about their learning and reflect on what makes them successful. This means that these pupils develop gaps in their learning. The school should ensure that teachers receive appropriate training to build in opportunities for pupils to talk about their learning and deepen their understanding about what makes them successful.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in 4–5 June 2019.

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	140402
Local authority	Staffordshire
Inspection number	10344031
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	Board of trustees
Chair of trust	Gavin Robert
CEO of the trust	Cathie Paine
Headteacher	Jack Edwards
Website	www.springhillacademyreach2.co.uk
Dates of previous inspection	4 and 5 June 2019, under section 5 of the Education Act 2005

Information about this school

- There have been some staff changes since the previous inspection. The current headteacher took up his post in November 2023. The deputy headteacher took up her post in April 2024.
- The school has pre-school provision for 3-year-olds.
- The school does not make use of any alternative provision for pupils.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspector met with senior leaders, staff and pupils. The inspector also met with the deputy director of education for a cluster of schools within the REAch2 academy trust and those responsible for governance.
- The inspector focused inspection activity on the following aspects of the curriculum: early reading, mathematics, history and PE. For each focus area the inspector visited a sample of lessons, looked at pupils' books and spoke with teachers and pupils about their learning.
- The inspector spoke to leaders and reviewed information about the curriculum in some other subjects.
- The inspector spoke to leaders about pupils' behaviour, attendance, policies, and procedures. The inspector observed pupils' behaviour in lessons and around school and discussed the school's analysis of attendance with leaders.
- The inspector spoke with parents and staff. They considered the responses to the online survey, Ofsted Parent View. She also took into consideration the online staff and pupil surveys.
- 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 children's interests first.

Inspection team

Lynda Townsend, lead inspector

Ofsted Inspector

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