

Inspection of Springdale First School

Springdale Road, Broadstone, Dorset BH18 9BW

Inspection dates:	22 and 23 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Deborah Budden. This school is part of Hamwic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Robert Farmer, and overseen by a board of trustees, chaired by Gary Plummer.

Ofsted has not previously inspected Springdale First School under section 5 of the Education Act 2005. However, Ofsted previously judged Springdale First School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils flourish at Springdale First School. They are excited to come to school. This is reflected in their high attendance. The important value of respect weaves through everything the school does. Pupils have respect for one another and for learning. Pupils feel safe because everyone knows and understands the school's behaviour values. They are clear about what a 'trusted adult' is and who they can talk to if they have any worries.

As soon as children start at this remarkable school, they learn that 'If we can read and write we can do anything'. This underpins the ethos of the school. The school has extremely high expectations for pupils' achievement and behaviour. As a result, they rise to these expectations, both with their superb attitudes to learning and their strong academic achievement. Pupils are highly articulate and explain their learning well. This is because they have a deep knowledge of the curriculum.

Pupils benefit from an excellent choice of enrichment activities. This is carefully considered alongside the academic curriculum. Trips to nearby historical sites help pupils to learn about their locality. Pupils develop self-confidence and character through many leadership roles. For example, pupils conducted a local litter pick to help the environment.

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

The school has meticulously designed the curriculum based on the principles of 'here, near and far'. It has thought carefully about what pupils should learn and by when based on these principles. Pupils first begin to learn about themselves and their world, then they begin to learn about more abstract ideas. This means pupils build well on what they already know and remember and so learn exceptionally well.

This curriculum design means pupils, including those with special educational needs and/or disabilities (SEND), can keep up. These pupils are quickly identified and have precise teaching that helps them learn the curriculum extremely well. Expert modelling from staff, who emphasise important vocabulary, means pupils know how to approach new learning. For example, teaching approaches have been carefully crafted so that pupils see best practice, have a go and apply their learning independently. These teaching strategies have been specifically chosen based on research into what helps pupils remember. All adults carefully check if any pupils do not understand. This enables everyone to keep up. Strategies to help pupils revisit previous learning mean pupils remember learning well over time. For example, in science, pupils could link materials knowledge from Year 2 to a friction experiment with a toy car in Year 4. As a result, pupils thoroughly enjoy lessons. They have joyful curiosity for the world around them.

Early reading is at the heart of the school. The school goes above and beyond by working with local feeder nurseries to develop book recommendations. Pupils have rigorous daily phonics lessons taught by highly skilled staff. The school has a systematic and ambitious phonics scheme. As in other subjects, careful checking of pupils' understanding enables staff to provide swift support where needed. The school prioritises the regular reading of books that contain the sounds pupils know. Staff conscientiously read with anyone who

does not regularly read at home. Consequently, pupils throughout the school quickly become confident and fluent readers. In early years, children's vocabulary development is a high priority. They know that 'retrieval' means to 'bring things back'. This provides strong foundations for future learning about more complex skills.

Pupils have high levels of self-control. They show exemplary conduct during lessons and unstructured times. Pupils are proud to support the well-being of others. For example, sports ambassadors support younger pupils to play in harmony.

Pupils relish the many wider opportunities provided for them. These help them make a meaningful difference to their school community. They decide how to raise money for charity and increase awareness of environmental issues. For example, pupils led a plastic bottle top collection and voted for how to display these. Outdoor experiences help pupils learn to safely manage risks when climbing trees and develop resilience. The way pupils reflect on learning in religious education and link this to their own lives is exceptional. For example, pupils recall in great depth the story of the Buddha and the concept of enlightenment. They associate this with reflection in their own lives, for example, when reviewing targets they have set. Pupils are magnificent ambassadors for the school who take great pride in being 'Springdalers'.

The school is supported tremendously well by the trust and local governors. They provide highly effective support and challenge to the school. This continued drive means the school realises its ambition for pupils.

Safeguarding

The arrangements for safeguarding are effective.

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	143616
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10344790
Type of school	First
School category	Academy converter
Age range of pupils	4 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	Board of trustees
Chair of trust	Gary Plummer
CEO of the trust	Robert Farmer
Headteacher	Deborah Budden
Website	www.springdale.poole.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Hamwic Education Trust.
- There is a before- and an after-school club for pupils who attend the school.
- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- Inspectors met with the headteacher, school staff, parents, pupils, representatives from the trust including the chief executive officer, the chair of the board of trustees and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art and design. 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 also discussed the curriculum in some other subjects.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They also looked at responses to the staff and pupil surveys.

Inspection team

Lakmini Harkus, lead inspector

His Majesty's Inspector

Steve Smith

Ofsted Inspector

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