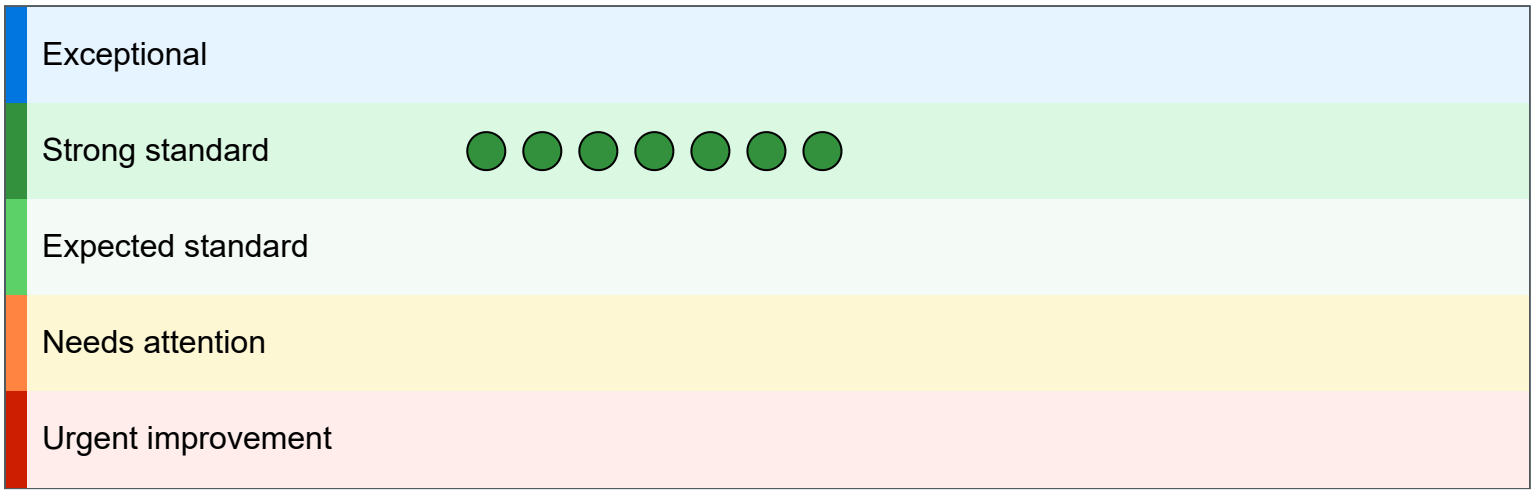
Springhead Primary School

Address: Kingsley Road, Talke Pits, Stoke-on-Trent, Staffordshire, ST7 1RA

Unique reference number (URN): 149650

Inspection report: 9 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils achieve well throughout their time at Springhead. Results are consistently above national averages, reflecting the high-quality education they receive. Reading is a particular strength. Through effective phonics teaching, regular opportunities to read and carefully targeted help, pupils become confident, fluent readers who enjoy books and learning.

Across the school, pupils build their knowledge, skills and understanding successfully and achieve well from their starting points. Staff quickly identify when additional help is needed and put the right strategies in place to help pupils flourish. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those who may face additional challenges.

Pupils develop secure skills, take pride in their achievements and enjoy learning. They grow in confidence, work hard and are keen to do their best. Staff encourage pupils to aim high and provide the guidance needed to reach their potential. As a result, pupils leave school as confident, capable and enthusiastic learners, ready for the next stage of their education.

Attendance and behaviour

Strong standard

Attendance is a real strength of the school. Pupils attend regularly because they feel supported and experience a strong sense of belonging. Leaders promote the importance of attendance and quickly identify and address any barriers. When additional help is needed, staff work closely with parents, carers and external agencies to ensure pupils receive the right support.

Attendance is above national figures for all groups of pupils, including disadvantaged pupils and those with special educational needs and/or disabilities. Persistent absence is low because staff work in partnership with families to help pupils attend regularly and make the most of school life.

Behaviour and attitudes to learning are equally impressive. Pupils are polite, respectful and considerate. They enjoy learning, work well together and show positive attitudes in lessons and around the school. Classrooms are calm and purposeful, enabling pupils to focus, participate confidently and achieve well. Staff encourage all pupils to aim high. They provide skilful support to help them manage their emotions and make positive choices.

Pupils understand the importance of kindness, respect and inclusion and know that adults will listen if they have concerns. Bullying is rare and dealt with effectively. As a result, pupils feel safe, happy and valued.

Curriculum and teaching

Strong standard

Leaders have created an ambitious, inclusive curriculum that helps pupils develop confidence and enjoy learning. They ensure that learning is carefully planned so that new knowledge builds successfully on what pupils already know, helping them make good

progress from their starting points. Reading and phonics are particular strengths, providing pupils with secure foundations that support success across the curriculum.

Pupils recall their learning confidently, use subject-specific vocabulary accurately and approach learning with enthusiasm. They explain their thinking clearly and apply what they have learned across the curriculum. However, opportunities for pupils to make links across their learning are not consistently developed. Doing so would help pupils deepen their understanding.

Teachers model new concepts clearly and guide pupils effectively, helping them to become increasingly independent. Pupils engage positively in lessons, work well together and apply their learning with increasing confidence. Support staff play an important role, helping pupils overcome barriers and to grow in confidence.

The curriculum provides a wide range of experiences that help pupils connect their learning and discover new interests. Pupils with special educational needs and/or disabilities receive tailored support that enables them to take part fully, achieve well and thrive alongside their peers.

Early years

Strong standard

Children get off to a strong start. A rich and engaging curriculum, combined with high-quality teaching, helps every child grow in confidence and flourish. Leaders continually build on what is working well to ensure every child receives the right support and challenge to thrive, achieve their best and be ready for Year 1.

The curriculum is carefully designed from nursery onwards, with a strong focus on communication, language, physical development and early literacy. Staff use skilled questioning, modelling and conversations to extend vocabulary and deepen understanding. Children enthusiastically develop language, early reading and problem-solving skills through imaginative play, construction activities and phonics learning.

Inclusion is a particular strength. Staff know children very well and quickly identify when additional support or extra challenge is needed. Through tailored support, personalised learning opportunities and high expectations, all children, including disadvantaged children, those with special educational needs and/or disabilities, make good progress and play a full and active part in school life.

Children are happy, safe and eager to learn. Warm relationships, familiar routines and strong wellbeing support help them become confident, resilient and independent. Strong safeguarding arrangements and close partnerships with parents ensure children feel secure and supported. As a result, children move into Year 1 with the skills, confidence and enthusiasm they need for the next stage of their learning.

Inclusion

Strong standard

Pupils are at the heart of the school community. Staff ensure that every child feels valued, supported and able to succeed. Children with special educational needs and/or disabilities

(SEND), disadvantaged pupils, those known to social care and others who may face challenges are given the help they need.

Staff encourage all pupils to aim high, work hard and achieve their best. Learning is adapted effectively to build confidence, develop independence and help children overcome barriers. Staff respond quickly with tailored support, practical resources and effective strategies to help pupils learn, achieve and feel successful.

Families are important partners in this work. Staff work closely with parents and external professionals to ensure that children receive the right support at the right time. Children who need extra help with their emotional wellbeing benefit from personalised care that helps them feel safe, happy and ready to learn.

Pupil premium funding is used well to support disadvantaged pupils, helping to improve attendance, engagement and achievement. Children with SEND and those facing additional challenges benefit from the same high aspirations and tailored support. As a result, pupils feel included, understood and valued. This helps them to flourish both in and beyond the classroom.

Leadership and governance

Strong standard

Leaders have a clear ambition for all pupils to feel valued, included and able to succeed. They have a clear sense of what they want for pupils and work hard to make sure every child enjoys learning, feels included and has the opportunity to succeed. As a result, the school is a warm, welcoming place where positive relationships help pupils develop confidence, feel a strong sense of belonging and thrive in their learning and personal development.

Leaders understand the school's strengths and know what will make it even better for pupils. Recent improvements to learning have helped pupils build their knowledge and skills successfully over time. Leaders work closely with staff to strengthen teaching, while subject leaders collaborate across the trust to share ideas and enrich pupils' experiences. A wide range of visits, visitors and extra opportunities broadens pupils' horizons and brings learning to life.

Staff training and development are key strengths of the school. Staff benefit from high-quality support and opportunities to learn from experienced colleagues, helping them provide the best possible education for pupils. Leaders also place great importance on staff wellbeing, ensuring that staff feel valued, supported and able to give their best.

Governors and trustees know the school well and provide strong support and constructive challenge. Parents speak very positively about the school's caring ethos, communication and leadership. Together, leaders, governors, staff, families and the wider community work in partnership to ensure every pupil feels safe, happy, confident and ready for the next stage of their learning journey.

Personal development and wellbeing

Strong standard

Pupils benefit from a caring and inclusive programme that helps them develop into confident, kind and responsible young people. Pupils develop a deep understanding of healthy relationships, keeping safe, wellbeing, diversity and their role in society.

A particular strength is the way staff know and care for pupils as individuals. Pupils speak warmly about trusted adults, worry boxes, explaining how these help them manage worries, build resilience and feel secure. As a result, pupils develop confidence, emotional wellbeing and a strong sense of belonging, enabling them to participate fully in school life. Families value the caring support available and appreciate the school's commitment to pupils' wellbeing.

Beyond the classroom, pupils enjoy a wide range of enriching opportunities that help them discover new interests and talents. Experiences such as singing, music tuition, sports clubs, talent shows, educational visits, residential trips and leadership roles help pupils develop confidence, teamwork and independence. Leaders work hard to ensure that every pupil, including those with special educational needs and/or disabilities and disadvantaged pupils, can access these opportunities.

Pupils show a mature understanding of respect, equality and inclusion. They talk confidently about different faiths, cultures and backgrounds and understand the importance of treating everyone with kindness and fairness. Opportunities such as being play leaders, pupil forum representatives and mentors for younger pupils encourage them to contribute positively to the school community. As a result, pupils are very well prepared for the next stage of their education.

What it's like to be a pupil at this school

The school's ambition for pupils to 'achieve our best' is evident in their daily experiences. As part of a highly inclusive, caring and ambitious school family, pupils achieve well, belong and grow into confident, respectful young people.

Pupils enjoy learning and achieve very well. Outcomes in reading, writing and mathematics are above national averages, with reading being a particular strength. High-quality teaching, effective support and engaging learning help pupils become confident readers and communicators. Children get off to a positive start through exciting learning experiences that build their communication skills, spark their curiosity and help them develop a love of learning. Older pupils talk confidently about their learning, use a rich vocabulary and make meaningful links across different subjects.

Pupils benefit from many exciting opportunities that enhance their learning, develop their strengths and encourage them to try new things. A wide range of activities, including visits, residentials and sport and music, enable pupils to develop their interests and talents. Staff work hard to remove barriers so that disadvantaged pupils and those with special educational needs and/or disabilities can join in with all aspects of school life. This broadens pupils' experiences and helps them to develop confidence.

Pupils demonstrate kindness, respect and consideration for others. They value their friendships, celebrate differences and understand the importance of equality and inclusion. Older pupils take pride in leadership roles, supporting younger children and contributing positively to school life. Pupils feel safe, happy and well supported. They know who to turn to if they have worries and speak positively about the support available through trusted adults. Behaviour is consistently positive, bullying is rare and dealt with effectively, and attendance is very high. As a result, pupils enjoy coming to school, engage positively with learning, and are well prepared for the opportunities and challenges that lie ahead.

Next steps

- Leaders should ensure that pupils are consistently provided with opportunities to connect and apply their knowledge across subjects, enabling more pupils to work at greater depth.

About this inspection

This school is part of the Children First Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Abigail Rourke, and overseen by a board of trustees, chaired by Nicky Chell.

Inspectors carried out this full inspection under section 5 of the Education Act 2005

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the headteacher, special educational needs and disabilities coordinator, phase lead and early years lead. They also spoke with representatives of the trust, including the CEO, trustees, safeguarding lead and inclusion lead and representatives of the local advisory board during the inspection, including the chair and vice chair.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Ash Jones

Lead inspector:
Su Plant, His Majesty's Inspector

Team inspectors:
Michael Scott, Ofsted Inspector
Mark Gilbert, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

214
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

20.83%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

1.40%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

9.81%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (final)	73%	62%	Above
2023/24		61%	
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (final)	90%	75%	Above
2023/24		74%	
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (final)	83%	72%	Above
2023/24		72%	
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (final)	83%	74%	Above
2023/24		73%	
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	67%	47%	Above

Year	This school	National average	Compared with national average
2023/24		46%	
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	67%	63%	Close to average
2023/24		62%	
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	67%	59%	Close to average
2023/24		58%	
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	67%	61%	Close to average
2023/24		59%	
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	67%	69%	-3 pp
2023/24		67%	
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	67%	81%	-14 pp
2023/24		80%	
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	67%	78%	-12 pp
2023/24		78%	
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	67%	81%	-14 pp
2023/24		79%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.5%	5.2%	Below
2023/24 (3 term)	4.9%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.1%	13.0%	Below
2023/24 (3 term)	9.8%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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