



Springfield Primary School

Inspection Report

Unique Reference Number 112762
LEA City of Derby LEA
Inspection number 279011
Inspection dates 23 November 2005 to 24 November 2005
Reporting inspector Mr. Alan Lemon LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	West Road
School category	Community		DE21 7AB
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01332 673 846
Number on roll	177	Fax number	
Appropriate authority	The governing body	Chair of governors	Mrs.Amanda French
Date of previous inspection	29 November 1999	Headteacher	Mr. Ronny Wardle

Age group 4 to 11	Inspection dates 23 November 2005 - 24 November 2005	Inspection number 279011
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average with 177 pupils on roll. In response to falling numbers, the school is admitting pupils from a wider area of the city. A privately managed nursery uses the school as its base. It is hoped this partnership will also help in stabilising numbers on roll. Most pupils are White British and there are a few from minority ethnic families of whom two speak English as an additional language. A very low proportion of pupils have learning difficulties and disabilities. Attainment on entry is average overall.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school's effectiveness is satisfactory, as is its value for money. The school's view is that effectiveness is good. However, inspectors found key aspects of the school's work to be no more than satisfactory. Pupils' achievement is satisfactory, although the small number of higher attaining pupils do not reach the standard expected. Teaching and learning are satisfactory overall and some is particularly effective in getting pupils thoroughly well engaged in learning. However, teaching sometimes does not challenge pupils enough. Pupils' enjoy school very much and their attendance is good. Attitudes and behaviour are good. Pupils are well cared for, but not enough attention is paid to involving them constructively in achieving their targets. The curriculum is good, especially the wide range of additional activities for pupils. The quality of provision in the Foundation Stage is good. Leadership and management are satisfactory. There is an adequate amount of monitoring and evaluation of the school's work. However, there is not always thorough analysis of strengths and weaknesses. The improvement since the last inspection is satisfactory and leadership and management provide an adequate capacity for further improvement.

What the school should do to improve further

- Increase the rate of pupils' progress by setting clearer targets for them so that they know what they are aiming for and how to improve.
- Apply more rigour to, and make greater use of, monitoring and evaluation to improve teaching, learning and pupils' progress.
- Raise standards, especially for higher attaining pupils, throughout the school.

Achievement and standards

Grade: 3

Standards are average across the school including at the Foundation Stage. Over the past three years the standards achieved in national tests at the end of Year 2 and Year 6 have varied, being either slightly above or below the national average. In 2004, Year 2 pupils scored above average in reading and mathematics but were below average in writing and Year 6 pupils attained broadly in line with national averages. In 2005, standards were average overall in both Year 2 and Year 6. A number of higher attaining pupils failed to reach the levels forecast in English and therefore did not meet the targets the school set. However, targets for the higher attaining pupils were exceeded in mathematics and science. Pupils' performance in tests reflect to an extent the different attainment of groups in successive years. However, the school's success in raising standards varies from year to year but is satisfactory, overall. Children in the Foundation Stage are taught consistently well and make good progress. In Years 1 to 6 progress is satisfactory, which reflects the sometimes modest levels of challenge there is in teaching. Minority ethnic pupils, those whose first language is not English and pupils with learning difficulties all make similar progress to their peers.

Personal development and well-being

Grade: 2

Pupils appreciate the school's caring environment. Attendance is good and pupils have many opportunities to experience a good range of worthwhile activities. It focuses on developing them spiritually, morally and socially into good citizens by widening their horizons and outlook. One way in which it achieves this is by regularly taking the pupils out on visits and bringing in interesting visitors. Pupils are confident, articulate, polite and friendly. As a result, the school successfully develops pupils' economic well-being. Moral education is effective and behaviour is good because staff always keep a watchful eye on conduct and are a friendly presence alongside all the pupils. Links with other schools and charities help pupils to become aware of how other people live. For example, during an assembly, the story of Helen Keller was used to illustrate how, with care and support, everyone can achieve in life. Pupils learn well how to keep safe and be healthy. The school has invested a lot of effort in tackling a broad range of health issues. Pupils understand that by their thoughts and actions they can make a difference; for instance, by contributing to the work of their school council.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall and it is good in the Foundation Stage. All lessons are planned and organised suitably and pupils' work is often appropriately challenging. Teaching assistants are well directed and effective in the support they give to lower attaining pupils and those with learning difficulties. In the most effective lessons teachers imaginatively translate their plans into activities that really involve the pupils so that they give their best efforts and achieve well. For example in a history lesson, the account of the discovery of Tutankhamen's tomb was read out with verve and this captivated pupils. The lesson moved at considerable pace as all pupils wanted to know more. They each read with immense concentration and excitedly made notes on their ideas for a piece of writing. In the few lessons that are not as effective pupils do not work with the enthusiasm and commitment of which they are capable. This means they are not sufficiently challenged and their concentration is not good. For example, when a teacher talked for a long time while pupils had to sit, listen and contribute little. In other lessons, the pace is slowed sometimes by pupils causing disruptions when the lesson does not engage them. The work set is also sometimes not a good match to the abilities of all the pupils in the class.

Curriculum and other activities

Grade: 2

The curriculum is good and is largely effective in promoting pupils' literacy, numeracy and computer skills. However, despite the broad and varied curriculum, there are not enough opportunities to raise standards in writing. One reason for the strength of the

curriculum is the good level of staff expertise in the arts and also information and communication technology. The school capitalises on this knowledge very effectively and all pupils experience a good range interesting work in these areas of learning. There is a good range of additional activities for pupils outside of lessons. Many pupils take an active part in these and enjoy them. The school aims to give all pupils an entitlement to attend clubs and activities at some point in their time in school. The sports clubs are mainly for Years 4, 5 and 6, but arts activities, computer clubs and musical activities span a wider age range. They all help to broaden pupils' outlook and develop new interests.

Care, guidance and support

Grade: 3

The care, guidance and support of pupils is satisfactory overall. All staff understand and are clear about child protection, and health and safety procedures. They look after the pupils very well. Parents praise this aspect of the school. Pupils feel they are treated as individuals and that they are usually listened to sympathetically. They believe that they know who to turn to if they are troubled, or see others in difficulty. A weakness that hampers pupils from making as much progress as possible is that they lack a clear understanding of how they are getting on, what they are aiming for and what they need to do to improve. Pupils are told at what level they are working but they are uncertain of what this means. The school has just begun to use a new target setting process, but it is too generalised and does not address the needs of each pupil well. The provision for pupils with learning difficulties and disabilities has been successfully reorganised so that they now benefit from good support.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Adequate direction from the senior management team ensures there is a good curriculum and that pupils are well cared for. Parents are very positive about the school and they have good opportunities to express their views. Less account is taken of pupils' views. The Excellence Plus Cluster, of which the school is a part, is not used as a significant source of advice and support. The effectiveness of the school's self-evaluation arrangements is satisfactory. A good deal of statistical information on pupil's performance is collected and analysed. Whilst the use of analysis by the school is not extensive, it has helped it to pinpoint priorities such as the raising low standards in writing. Monitoring is a regular part of managing the school and contributes towards the school's satisfactory capacity to improve. The school gains a reasonable picture of teaching and learning from its observations. However, it is not effective in putting into action necessary steps to spread good practice throughout the school. Governors make a satisfactory contribution to school improvement as their part in monitoring the school's work is developing. For example, they take part in observing teaching and have recently adopted specific responsibilities for overseeing literacy and numeracy. The governors are committed to the school's success and are actively supporting moves to maintain a full roll.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Many thanks to all of you for being so helpful when we visited your school recently. We were greatly impressed by how friendly and polite you all are. A special thanks goes to the pupils in Year 5 and Year 6 who gave up time to talk to inspectors. The views you shared with us have been very helpful in helping us to write a report about the school. In the report we say: You really enjoy school, especially as the staff are always so friendly. We saw that they look after you well. You enjoy lessons and the activities there are after lessons. This means you are nearly always well-behaved. In many of the lessons we saw, teachers gave you work that was interesting to do and helped you make good progress. Not all the lessons were as good as this and your headteacher is going to find ways of making more of them better. All of you, who we were able to ask, said how good you thought having targets was because you had something to aim for in your lessons. We think this is a good idea as well and the school is going to do more to help you achieve your targets. You can also help by always remembering your targets and following your teacher's advice on achieving them. We believe this will lead to you getting better results in your tests and we think many of you are capable, with the right help, of better results. We thoroughly enjoyed the time we spent with you in school and we wish you and the staff well.