



Springfield Primary School

Inspection Report

Unique Reference Number 122721
LEA CITY OF NOTTINGHAM LEA
Inspection number 281329
Inspection dates 4 July 2006 to 5 July 2006
Reporting inspector Mr. Geof Timms AI

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

Type of school	Primary	School address	Lawton Drive
School category	Community		NG6 8BL
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	0115 915 5769
Number on roll	192	Fax number	0115 915 5769
Appropriate authority	The governing body	Chair of governors	Mrs. Mary Lawrence
Date of previous inspection	25 September 2000	Headteacher	Mrs. Karen Joyce

Age group	Inspection dates	Inspection number
3 to 11	4 July 2006 - 5 July 2006	281329

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Springfield Primary School is smaller than most primary schools. Most children come from variable socio-economic backgrounds. There are a few children from minority ethnic backgrounds, none of whom is at an early stage of learning English. The proportion of children with learning difficulties or disabilities is above average, although a below average proportion of children have statements entitling them to extra support. The school serves an area of significant deprivation. Attainment on entry to the school is well below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Springfield is a good school working in challenging circumstances, and is providing an effective and improving education for its pupils. It gives good value for money. This view of the school's work is shared by the inspectors and the school. Leadership and management are good overall and the school is led very well by the headteacher. The school has worked hard to raise standards since the last inspection and this has been successful. Its involvement in a national project involving extra support from the local authority is proving very successful. This, together with other improvements made since the last inspection, shows the school has a good capacity to improve even more. In addition, the national project is enabling the school to identify other appropriate priorities for further development. Many children enter the school with well below average knowledge and skills. The recently created Foundation Unit is proving effective at ensuring Nursery and Reception children make good progress and are well-prepared for their future learning, although standards remain below those expected. The school works hard to ensure pupils' good personal and social development. The levels of care and support provided for pupils are good. By the time pupils leave the school, standards are broadly in line with those expected nationally. They have improved consistently over recent years in English, mathematics and science due to good teaching and an effective curriculum. The school recognises that more needs to be done to raise the number of pupils reaching the higher levels, especially in English. A number of recent developments are yet to have a significant impact on standards as shown in the test results, but there is clear progress evident in the school's tracking of each year group. The extra support received in literacy and numeracy has been very effective in developing good target setting and assessment procedures. Because of this, teachers are much clearer about what they need to do to raise standards. The school now needs to consolidate these systems and ensure they are solidly implemented across the school.

What the school should do to improve further

- Continue raising standards in English, particularly by ensuring more pupils reach the higher levels throughout the school
- Continue working on the priorities arising from the school's participation in the intervention support programme, especially by consolidating the assessment and target setting systems to make them more manageable.

Achievement and standards

Grade: 2

Achievement is good throughout the school and has improved in recent years. Attainment on entry to the school is well below that normally expected, particularly in children's communication skills and their knowledge and understanding of the world. Most children make good progress through the Nursery and Reception classes, especially in their personal, social and emotional development, their number skills and

their physical development. However, very few fully achieve the nationally expected learning goals. In Years 1 and 2 pupils continue to make good progress. The national assessments for the last few years show a steady rise in standards. Currently, reading is above average and this represents very good progress from the pupils' levels on entry. In writing, standards are broadly average, while in mathematics an above average number of pupils reach the expected level but few reach the higher levels. In Years 3 to 6, the current progress made by pupils is at least satisfactory and often good. It has been more inconsistent over time due to unavoidable staff changes. The latest published results show standards that are below average in English overall. Although an average number reached the expected Level 4, few reached higher levels. Standards were below average in mathematics and broadly average in science. The latest tests are yet to be confirmed but are likely to show a good increase in standards in science to above average. Standards in mathematics have also improved but standards in English are lower owing to too few pupils reaching higher levels. The targets set are appropriately challenging and most are met, although fewer pupils than expected have reached the higher levels in English.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Behaviour is generally good and most pupils are enthusiastic learners who enjoy school and the fact that their achievements are valued and rewarded. Pupils are adamant that 'bullying doesn't happen at our school', but are equally confident that, if it did, it would be dealt with swiftly. Despite the continued and tireless efforts of the school, attendance rates remain stubbornly well below the national average due to the poor turnout of a small minority of pupils. Provision for pupils' spiritual, moral, social and cultural development is good overall and pupils are encouraged to reflect on their feelings and experiences. Pupils understand how their actions affect others. They have a good awareness of how to keep fit, healthy and safe. They make a telling contribution to the local community through, for example, helping to design the layout for a local park. Although pupils' basic academic skills develop well, there are too few opportunities to put them to good use in innovative and exciting enterprise initiatives. They are prepared satisfactorily for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning, including that in the Foundation Unit, is good and this is having a positive impact on raising standards. The teachers have worked hard to create attractive displays of pupils' work that support their learning, including ones with which pupils can interact. The marking of pupils' work is very good. It makes clear to them what they have done well and also how they can improve their work in future. Sensibly, marking is based on pupils' achievement against the purpose of the

lesson. The target setting is developing as part of the national support project. Pupils know their targets and are clear about what they must, should or could achieve. Teachers now have access to a good level of assessment data and pupil tracking to highlight any underachievement and where pupils are doing well. This information needs to be used more consistently and effectively in planning lessons that are sufficiently challenging for all pupils. Teachers insist on tidy and well presented work, and worksheets are used appropriately to support learning. The teaching assistants provide good support for teachers, particularly with the less able pupils. In a few lessons, the management of behaviour does not do enough to prevent some over-enthusiastic pupils from calling out answers.

Curriculum and other activities

Grade: 2

The curriculum is rich and varied and meets pupils' needs well. A good emphasis is given to developing pupils' literacy, numeracy and computer skills, with good prominence also given to other subjects. There are some very good examples of writing skills being developed in subjects such as history, science and geography. Good provision is made for pupils with learning difficulties, although there are times when there is not enough challenge for the more able pupils. The staff work hard to make learning fun and interesting through a wide range of visits, visitors, after-school clubs, themed weeks and the learning of foreign languages. Good provision is made for pupils to learn about healthy lifestyles and keeping safe, and for sex and relationships education. The good opportunities provided for pupils to contribute to the local community give added meaning to their learning as well as enhancing their sense of citizenship.

Care, guidance and support

Grade: 2

Support for pupils' care, welfare and security is good. Staff know pupils well and have their best interests at heart. Pupils genuinely feel that they have a voice through the school council and eagerly point out that 'teachers listen to us.' Child protection and other health and safety procedures are firmly in place and assiduously followed by staff. Risk assessments are carried out well. Very good links are in place with external support agencies and these are used most effectively in meeting the needs of vulnerable pupils and those with learning and behavioural difficulties. Equally good are links with local secondary schools and these are used to best effect in helping to make the transfer to these schools as smooth as possible. Pupils are developing into knowledgeable learners who show a good awareness of their individual targets. The school has effective procedures in place for guiding pupils' academic progress but recognises the need to ensure that information is organised and used in the most efficient manner to have the best impact on pupils' achievement.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher offers strong leadership and, together with her staff, has a clear focus on raising standards and doing the best possible for the pupils in her charge. Subject leadership in the core subjects is good and is having a positive impact on raising standards. The school's willing involvement in a national support programme for primary schools has been a significant factor in recent improvement.. Achievement has improved, teachers have become more reflective about their practice, training has improved skills for teachers and teaching assistants, and the leadership throughout the school is more efficient and effective. In particular, the introduction of a detailed target setting process has made it easier for senior staff and teachers to track progress and recognise and address areas of weakness more quickly. This work is not yet fully embedded or efficiently linked to the school's assessment systems to provide more able pupils with sufficiently challenging work. This is the next stage for development. The school's self-evaluation is good and parents and pupils, especially through the school council, are able to be involved in this process. The recent significant improvements made to achievement and provision show that the school has a good capacity to improve. The governing body offers the school a good level of support and challenge. A number of governors give freely of their time to help in the school. The committee system helps the governing body carry out its role efficiently. The chair of governors has a good understanding of the school's strengths and weaknesses.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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?	2	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?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Thank you for welcoming us to your school for our recent visit and for your willingness to talk to us and share your enthusiasm about some of the things you do at school. We particularly enjoyed talking to members of the school council who told us a lot about the things you like doing at school and those things you would like to do more of. This letter is to tell you about some of the important things we saw and found out during our visit. Your parents are very happy with your school, and you told us that you are happy there as well. We agree and we think you are at a good school. You said you feel safe there and that there is no bullying. The school has been part of a national project to raise standards in primary schools over the last year and we think this has really helped your school improve and helped you to learn more. You are especially good at knowing your targets now and this will help you learn new skills and about important things. Your teachers have a lot of systems for finding out how well you have done and what you need to do to improve, and we think they need to make these simpler to use. You told us that the teachers help you to learn and especially that they listen to you and make sure you understand things. They mark your work very well and this helps you understand what you have to do to make your work better. You behave well most of the time and this helps the teachers help you to learn. You are getting better test results now than has been the case in the past. This helps prepare you well for secondary school. You are lucky because Mrs Joyce, the teachers and other adults, all look after and care for you very well. They encourage you to be healthy and stay safe, and are working very hard to ensure that you learn new things and to make the school even better in the future. They can do this by helping more of you get better at reading and writing. You are lucky to be at such a friendly school. Keep working hard and enjoy your time at Springfield!