



# Springfield Primary School

## Inspection Report

**Unique Reference Number** 134065  
**LEA** ESSEX LEA  
**Inspection number** 282441  
**Inspection dates** 18 May 2006 to 19 May 2006  
**Reporting inspector** Mrs. Joy Richardson LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Forsythia Close
<b>School category</b>	Community		CM1 6XW
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01245 461077
<b>Number on roll</b>	309	<b>Fax number</b>	01245 450201
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Mike Mackrory
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Sue Hunton

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 18 May 2006 - 19 May 2006	<b>Inspection number</b> 282441
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Springfield Primary School was formed in September 2003 when the previous infant and junior school on the site were amalgamated. The majority of pupils are from White British backgrounds, and a small proportion are from minority ethnic heritages. A few pupils are at an early stage in acquiring English. Social and economic indicators show wide variation within the population served by the school. Attainment on entry is broadly average, but it ranges widely. The proportion of pupils with learning difficulties and disabilities, or with a statement of special educational need, is average overall. The level of mobility amongst pupils is above average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with some outstanding features. This judgement confirms the school's own view of itself, which is rooted in careful analysis of its performance. The pupils achieve well, reaching good standards. This is because teaching and the curriculum are good overall and pupils learn well. The pace of learning is generally good, but in some lessons it is not fast enough. The pupils develop well as people because of the interesting and well-rounded education they receive. The school provides an outstanding quality of care for pupils, whatever their background or individual needs. The school gives good value for money. The school is well led and managed. The headteacher's leadership is highly effective in harnessing teamwork and generating a very positive climate for learning. As a result, Springfield Primary School, now three years old, has a strong sense of identity and justified pride in itself. The quality of provision and the standards achieved in the Foundation Stage are outstanding overall, because of the rapid progress made by children, and the careful attention given to their all-round development. The school has a good capacity to improve further. This is demonstrated by its confidence in identifying areas for improvement, turning this into action and evaluating the impact of new initiatives. For example, it has pinpointed weaknesses in pupils' writing and is in the process of addressing these. This is the first inspection of the school as a primary school. It has been successful in maintaining the best of its inheritance, dealing with previously identified issues of concern and setting a clear direction for the future.

### **What the school should do to improve further**

- Extend good practice in teaching to ensure that learning by all pupils proceeds at a good pace in all lessons. - Improve standards in handwriting, and consistently reinforce pupils' application of basic skills in writing, through teaching, marking and target-setting.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. Children's skills are broadly average when they start in Reception. The children achieve outstandingly well in the Foundation Stage because of skilled teaching and the introduction of programmes which have accelerated children's progress in reading and number. The high standards reached by the end of Reception are laying excellent foundations for the future. Pupils continue to achieve well in Years 1 and 2 and reach good standards by the end of Year 2. They also achieve well in Years 3 to 6, and standards in the national tests are above average by the time pupils leave. This was more marked in 2004 than in 2005, when there was a dip in the school's results in English, but most pupils made good progress overall in relation to their starting point. The school monitors closely the progress that pupils are making in each year and takes action swiftly when there is evidence that they could be underachieving. It sets challenging targets which are broadly met. Standards in writing

have improved because of the attention the school has given to this area of the curriculum. Pupils write confidently but the quality of handwriting throughout the school is not as good as it should be. Pupils with learning difficulties or disabilities make good progress towards the targets that are set for them. A highly effective support programme in reading has been introduced. This is helping pupils who have been struggling to master basic reading skills, and preventing them from falling further behind. Pupils who are learning English as an additional language achieve as well as other pupils. The school is alert to the needs of its many able pupils, for example in the arrangements it makes for 'setting' in ability groups.

## **Personal development and well-being**

### **Grade: 2**

This aspect of the school is good. Pupils enjoy school and they take part in lessons enthusiastically. Behaviour is good and sometimes exemplary, reflecting much hard work by the school. Expectations are clear and pupils strive to live up to them. Where lapses occur, pupils are quickly reminded by staff and they respond appropriately. Pupils say that it is a happy school where people are kind to each other. Bullying is rare but, if it does happen, pupils are confident that they can approach staff and the matter will be dealt with fairly. Pupils know their views are taken seriously. The way in which the school council selected charities, which were then voted on by everyone in the school, is an excellent example of this. They are encouraged to accept responsibility and to contribute to the community. They are taught to look after each other and to show good manners, as when serving and eating meals in small groups at lunchtime. Pupils effectively learn about keeping safe and they are encouraged to eat healthily. Exercise is strongly promoted through physical education lessons and a range of clubs, and the school has achieved the 'Activemark' in recognition of this. The learning of basic skills prepares pupils well for later life. Good opportunities for spiritual, moral, social and cultural development lead to good outcomes in the pupils, broaden awareness and ensure that all members of the school community are valued and respected. Attendance is satisfactory. Although the level of attendance is broadly average, holiday absences affect continuity in learning for some pupils.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall and outstanding in the Foundation Stage. Teachers plan lessons well and match activities closely to the needs of learners of different abilities. Pupils are encouraged to work independently and to think for themselves. Teachers are becoming confident in the use of interactive whiteboards to extend learning. Lessons are generally conducted at a good pace, keeping pupils actively involved. This is a particular feature of the occasionally outstanding teaching. Where teaching is satisfactory rather than good, the pace is slower and long introductions delay pupils in getting on with their work. The school has good systems

for assessing the progress of individuals and identifying weaknesses in learning. Teachers mark work carefully and set targets for pupils. However, there is not enough focus on ensuring that pupils write accurately, making full use of the writing skills they have been taught. Teachers and teaching assistants work together very well to support those pupils who need extra help. Good use is made of homework to reinforce learning.

## **Curriculum and other activities**

### **Grade: 2**

The school offers its pupils a good curriculum, which covers all the subjects of the National Curriculum and religious education, and additionally French in Year 6. The school gives pupils a good grounding in literacy and numeracy skills. There is a good programme of personal, social and health education, which includes teaching about sex and relationships, and the misuse of drugs. Lessons are supplemented very well by a wide range of other activities, including clubs for all age groups and musical tuition. Pupils have many opportunities to take part in sports and in drama and music performances. The school organises visits, which include residential trips for both Year 2 and Year 6. The curriculum is also enhanced by the links made with schools in a range of European countries through the Comenius project. Links with secondary schools enhance the provision of specialist teaching, for instance in physical education. The school makes very effective provision for those with learning difficulties and disabilities, to help them access the whole curriculum.

## **Care, guidance and support**

### **Grade: 1**

This aspect of the school's work is outstanding. It is highly effective in safeguarding pupils and providing support, care and guidance tailored to individual needs. As a result, this is a school where children thrive. The school provides much-needed support for a significant number of vulnerable children. A senior member of the support staff has an overview of pastoral care and is available throughout the day, including lunchtime, to respond to individual needs. This is an example of excellent practice. The school also runs groups for parents about managing children's behaviour and shares a family support worker with a number of other local schools. Before and after school clubs have been introduced to very good effect. Special groups support children in building their speaking, listening and thinking skills so that they grow in confidence. Much is also done to help children overcome behavioural problems, and this is reflected in the school's orderly atmosphere. Staff are very well trained in managing behaviour and dealing with learning difficulties and disabilities. Support programmes are skilfully matched to pupils' needs. The school has a clear overview of how well pupils are doing and guides them effectively towards the targets set for them.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall, with some outstanding features. The creation of a new primary school, from the amalgamation of the former infant and junior schools on the site, has been carried through very successfully. The headteacher has nurtured a strong sense of identity and set a clear direction for the school. The school's leadership has been outstandingly successful in developing staff, including teachers and support staff, and using their abilities to the full. The result is a strong team, committed to achieving the best for the pupils and to exploring ways of improving the school further. The members of the senior management team work together well, ensuring that new initiatives are implemented effectively. The governing body is well informed and highly supportive of the school. The school's self-evaluation is clear and thoughtful, taking account of the views of staff, governors, parents and pupils, and focusing clearly on raising standards. The school is well organised and runs smoothly, encouraging a lively interest in learning and breadth of opportunity for all pupils. Parents are generally very pleased with the school and its provision for their children. The school's leadership has effective systems for monitoring the quality of teaching and learning and tracking pupils' progress through the school. It is continuing to develop the contribution made to this by all staff. The school's provision for pupils with learning difficulties and disabilities is led and managed very effectively. The school is now well set to continue to improve. It has systems in place for reviewing its performance and taking action where needed. The school's leadership has harnessed the energy and enthusiasm of staff and pupils in striving to make the school even better.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	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

<b>How good is the overall personal development and well-being of the learners?</b>	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	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	1	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 being friendly and helpful when we visited, and for telling us about life at your school. We are glad that you enjoy learning. We were interested to hear about the extra activities you do, including all the sports and other clubs and taking part in performances. We enjoyed seeing the Reception assembly about aliens, and the results of the portrait competition which so many of you had taken part in. We think that you are learning well and teachers make lessons interesting. All the staff work hard to try and make sure that your progress is as good as possible. They give you special help if you find learning difficult. You also learn good manners and how to behave properly and look after each other. This makes the school a good place for everyone. Mrs Hunton and the staff have good ideas about helping you to learn even better. We think that some of these ideas can be used to speed up your learning in some lessons. Also, we think that your handwriting could be better. To improve your writing, we want you to use all you have learned about handwriting, spelling and punctuation whenever you are writing on your own. We think that Springfield Primary gives you a good education. We wish you all well for the future.