

# Springfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	106298
<b>Local Authority</b>	Trafford
<b>Inspection number</b>	287474
<b>Inspection dates</b>	25–26 April 2007
<b>Reporting inspector</b>	Peter Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	455
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr P Kousgaard
<b>Headteacher</b>	Mrs J Spencer
<b>Date of previous school inspection</b>	24 June 2002
<b>School address</b>	Springfield Road Sale Cheshire M33 7XS
<b>Telephone number</b>	0161 9734149
<b>Fax number</b>	0161 9766383

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school on the edge of the town centre. It serves a community of varied social and economic backgrounds. The proportion of pupils known to be eligible for free school meals and with learning difficulties and/or disabilities is below average. The majority of pupils are of White British heritage, although the school does have a growing number of pupils with English as an additional language. The school holds the Active School Award and the Primary Quality Mark and has Eco School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. The standards reached by pupils are well above average and they make excellent progress. The school's excellent performance in all areas of its work means that it provides outstanding value for money. The school's improvement since the last inspection and its capacity for future improvement are also outstanding. It has responded extremely well to meet the needs of the growing numbers of pupils with English as an additional language and those with learning difficulties and/or disabilities. Springfield is a vibrant place where enthusiastic staff have instilled a love of learning in their pupils. Parents speak of how the children are 'turned on' to learning. The 'Springfield Vision' at the heart of its strategic planning seeks to fully develop the potential of all members of the school community. The school works tirelessly and with great success to realise its ambitions. The well above average standards reached in literacy and numeracy are significant in helping to secure pupils' future economic well-being. The quality of the relationships between staff and pupils underpins the school's effectiveness. Pupils love coming to school. This is shown by their high attendance and the pleasure they display when participating in the many exciting learning opportunities the school provides for them. A typical comment from pupils is, 'We have fun activities and work hard at the same time.' Parents and carers are overwhelmingly supportive of the school's work. Parents say, 'Everyone's contribution to the life of the school is given importance and valued.' They appreciate the emphasis placed on developing the whole child as well as achieving high academic standards. Pupils say they feel safe and happy. They are smiling and cheerful and show exceptional care and consideration for each other in the playground where space is at a premium. Pupils show excellent awareness of the importance of healthy lifestyles. The school ensures that they take regular exercise and provides school meals of the highest quality. Pupils are encouraged to take responsibility from an early age. There are many opportunities to serve the school, for instance, as school and eco councillors or as class monitors. The school helps support the local community through fundraising and charity projects and strong links have been forged with schools in Africa.

The quality of teaching and learning is excellent and a major factor in pupils' outstanding achievement. Standards and progress have risen steadily since the last inspection. The school is determined to improve further. The current initiative aimed at improving the quality of boys' writing throughout the school is proving very successful. Provision in the Foundation Stage is good. The youngest children benefit from well thought out and varied activities and skilled teaching to make good progress. As a result, they are well equipped with the skills necessary for their future success. Those pupils with learning difficulties and/or disabilities and those with English as an additional language receive sensitive and highly skilled support and make excellent progress. The curriculum is innovative and successfully combines provision in the basic skills with a variety of exciting enrichment opportunities. Staff make the best use possible of the school's limited computer facilities and pupils reach a good standard overall in information and communication technology (ICT). However, the core of the school's resources for ICT is outdated and this acts as a barrier to pupils attaining even higher standards. Pupils' overall progress is rigorously tracked towards very challenging targets. Marking of work is conscientious and exceptionally impressive in the way it encourages pupils and makes clear the next steps for learning.

Leadership and management are outstanding. The headteacher is a dedicated and inspiring leader and receives great support from her talented leadership team. The staff are extremely

thoughtful in their analysis and evaluation of the effectiveness of their work. This, and their total commitment to furthering their expertise as educators and managers, helps ensure that the school has outstanding capacity to improve further. The governing body uses its broad range of skills and expertise to support the school's work. It is highly effective in monitoring the school's performance and in its role as a critical friend. The school's self-evaluation of its work underestimates its performance in all areas but personal development. This is modesty on the school's part rather than misjudgement. It is highly effective in its planning and evaluation and looks forward to an exciting future.

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

- Improve resources in ICT throughout the school to enable pupils to reach even higher standards.

## **Achievement and standards**

### **Grade: 1**

Children enter the school with skills that are broadly in line with those expected for their age. They make good progress in the Foundation Stage to reach above average standards. The good teaching they receive there acts as a springboard, and they go on to make excellent progress and reach well above average standards in mathematics and science by age 11. In English, girls make outstanding progress to reach very high standards. Boys make good progress in this subject to reach above average standards. This is because they do less well than girls in writing. The school's strategies to remedy this are beginning to make a significant impact. The growing numbers of pupils with English as an additional language and those with learning difficulties and/or disabilities achieve as well as their classmates.

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

### **Grade: 1**

The personal development of pupils, including their social, moral, cultural and spiritual development, is outstanding. Pupils are eager to talk about their school and are very proud of its achievements. The relationships between staff and pupils are based on mutual respect and affection. Part of the school ethos is that everyone in the community is a learner. This is a powerful motivator for staff and pupils. There is a strong sense of purpose and enjoyment about the school's work. As a result, pupils' behaviour and attitudes are excellent. Their attendance is consistently high and they participate in large numbers in the many extra-curricular activities the school provides. Awareness of health and safety issues is strongly encouraged in lessons, through healthy eating and through an extensive programme of physical exercise. The schools' very good work in this area has been recognised by the gaining of the prestigious Active School award. Pupils have a strong voice in the work of the school. The articulate school and eco council members have introduced improvements to the school site. Service to the school and the wider community is expected from an early age. The vast majority of pupils develop into confident and courteous young people as a result. Charity work and fundraising is regularly undertaken. The school's close relationship with two African schools provides pupils with a wider understanding of other cultures and economies. Pupils are well-equipped with the skills they will need in later life. The award to the school of the Primary Quality Mark recognises its commitment and excellence in teaching basic skills. These factors, taken with the outstanding achievement of pupils, mean that they are very well prepared for their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 1

The quality of teaching and learning is outstanding. The professional partnership between teachers and teaching assistants is of the highest standard. Lessons are extremely well planned and take account of the different needs of individual pupils. This is key to the very good progress they make. Lessons have strong elements of fun and enjoyment. There is a sense of staff and pupils learning together. Pupils work hard and their teachers have very high expectations of them. Staff are skilled in the strategies they use and are well aware of the strengths and weaknesses of their pupils. The school is currently working to raise standards in writing, particularly for boys. This is a good example of how it continually seeks to improve its performance in teaching and learning. Pupils are taught to work independently and in groups and become confident learners as a result. Those pupils who need help and support, such as those with English as an additional language, are extremely well provided for and make excellent progress. An inclusive approach is at the heart of the school's work. The school has a growing and well-deserved reputation for its successful work with challenging pupils.

### Curriculum and other activities

#### Grade: 1

The quality of the curriculum is outstanding. The school offers a broad, balanced and exciting range of activities to all its pupils. It places a strong emphasis upon the teaching of basic skills. The school is also passionate in its belief that learning should be stimulating, varied and rich in opportunities for new experiences. It has introduced French teaching for all pupils in Key Stages 1 and 2. The recent highly acclaimed production of 'The Old Time Music Hall' is an excellent example of the school's ambitious aims. It perfectly illustrates the school's philosophy of learning as a joint journey shared by adults and pupils alike. Pupils also benefit from a wealth of visits and visitors, including residential experiences such as the Year 5 trip to Buxton. The outstanding nature of Springfield's curriculum has a very positive effect upon pupils' self-esteem, behaviour and attitudes. This, in turn, is reflected in their many achievements and in their excellent personal development.

### Care, guidance and support

#### Grade: 1

The school provides an outstanding level of care, guidance and support to all its pupils. Here, too, the school's values based on care and consideration shine through. Pupils feel safe, valued and secure and make excellent progress in their personal development and learning as a result. All staff know the pupils very well. Pupils say they know who to go to if they are troubled or need advice. The school has an 'open door' approach when dealing with concerns from parents and carers. The overwhelming majority feel that the issues they raise are dealt with professionally and promptly. Child protection and health and safety procedures are in place and are in line with local and national guidelines. The level of support offered for pupils' academic guidance is of exceptionally high quality. Pupils benefit from individual targets which guide their learning. These are very closely monitored and adjusted regularly to ensure that progress is as good as possible. The marking of work often involves the pupils and always makes sure that they are clear about how to improve their work further.

## Leadership and management

### Grade: 1

The quality of leadership and management is outstanding. The headteacher has vision and energy and has inspired staff and pupils. The leadership team is highly effective in the way it translates the vision into strategies that have seen the school's performance improve year on year since the last inspection. The school empowers all its staff and the headteacher regards everyone as leaders. They respond positively and willingly and have developed and extended their skills. This hard work and dedication has resulted in significant improvements to the quality of teaching and learning and pupils' achievement. The school's performance is very efficiently monitored and evaluated and this enables it to set challenging and appropriate targets for pupils that lead to success. The school overcomes most of the challenges presented by its limited budget well. The ageing school building is expensive to maintain. In spite of this, the school is generally well resourced. The school has extended its computer resources but its main resources are outdated and a barrier to learning. The governing body is impressive. It is well led by a gifted chairperson and makes an outstanding contribution to the work of the school. Its members are very knowledgeable and are very involved in school life. They provide excellent support but are also aware of the need to monitor the school's effectiveness closely.

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## Annex A

## 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>
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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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Springfield Primary School, Sale, M33 7XS

I am writing on behalf of the inspection team to you to let you know what we thought about your school after our recent visit. Thank you for making us very welcome and for telling us about your school. We think your school is an outstanding place to learn. I have made a list of some of our reasons below.

- You told us how much you enjoy school. It was clear to us how much you love taking part in the many activities provided for you in and out of the classroom.
- Your excellent attendance and your behaviour in lessons and the playground is a credit to your school.
- The progress you make is outstanding; thanks to your hard work and the excellent teaching you are given.
- You develop into confident, polite and mature young people ready to move to your next school.
- The headteacher and other staff look after you very well and are always trying to make things better for you.

To help you to become even better learners we have asked your school to improve your computers and technology resources and equipment. We think this will give you more opportunities to learn in all your subjects. Keep working hard and looking after each other and good luck in the future.