

# Springfield Junior School

## Inspection report

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<b>Unique Reference Number</b>	112633
<b>Local Authority</b>	DERBYSHIRE
<b>Inspection number</b>	289357
<b>Inspection dates</b>	3–4 May 2007
<b>Reporting inspector</b>	Michael Miller

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joan Lane
<b>Headteacher</b>	Mrs Lana Coy
<b>Date of previous school inspection</b>	4 February 2002
<b>School address</b>	Springfield Road Swadlincote Derbyshire DE11 0BU
<b>Telephone number</b>	01283 217855
<b>Fax number</b>	01283 217855

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Springfield Junior School is a slightly larger than average school for pupils aged 7 to 11. Since the early 1970s, the school has been developed by the local authority as an Enhanced Resource School for pupils with learning difficulties or disabilities. Consequently, the proportion of such pupils, and those with a statement of special educational need, is well above average. The attainment of these pupils on entry to the school is below and sometimes well below average. However, school data shows that overall, the other two thirds of pupils start the school above national expectations. Close to 60% of the pupils are boys. The percentage of pupils eligible for free school meals is above average. Most pupils are of White British heritage, and the proportion for whom English is an additional language is low.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school's effectiveness is unsatisfactory and the school is not providing satisfactory value for money. In relation to their abilities, the school enables the one third of its pupils who have learning difficulties or disabilities to make satisfactory progress. However, although standards for other Year 6 pupils are currently broadly average, school data shows such pupils have not made the expected progress over their four years at the school. Since the last inspection, there have been issues over the quality of teaching and learning, particularly in Year 4. Whilst the school has sought the help of the local authority, and continues to receive its help and advice, the achievement of pupils has not improved sufficiently.

Standards have not improved appreciably since the last inspection. The standards attained by Year 6 pupils in the 2006 national tests, and for the past three years, have been well below average. Results in 2006 were significantly lower in English than in either mathematics or science. The improvement of standards in these core subjects remains a key element for school improvement. Overall, learning and teaching are unsatisfactory. Whilst most of the teaching is satisfactory, there is not enough good quality teaching, or effective enough lesson planning, to enable pupils to make sufficient progress. Good practice is not properly identified or shared. The enjoyment, attitudes and behaviour of the majority of pupils are satisfactory. Pupils' personal development and the care provided for them are also satisfactory. However, the use and interpretation of assessment data is inadequate and does not ensure pupils' progress is monitored well enough. The curriculum is satisfactory, but some resources to support learning, for example, the library and resources for information and communication technology (ICT), are limited or underused.

Whilst progress since the last inspection has been inadequate, there are positive elements in the way the school is now working in partnership with the local authority towards securing improvement. However, these initiatives have had insufficient impact and the school's leadership does not demonstrate sufficient capacity for improvement. Leadership, management and governance are all unsatisfactory. The monitoring of pupils' progress and the evaluation of the impact of the school's strategies lack rigour and are not sufficiently effective. However, governors show a strong commitment to the school, which has a good reputation as a caring school, and the headteacher and senior staff have gained the approval of parents.

### What the school should do to improve further

- Improve lesson planning, and the quality of teaching, so that the work pupils are given enables them to achieve more and reach the standards of which they are capable by the end of Year 6.
- Develop more rigorous monitoring and evaluation skills, at all levels of leadership, and use the information gained from this to bring about more rapid improvement to teaching and learning.
- Ensure assessment is accurate, and used more effectively to track pupils' progress and improve target setting for all groups.

## **Achievement and standards**

### **Grade: 4**

The school has gained a justified reputation for the support it provides for pupils with learning difficulties or disabilities; these pupils make satisfactory progress. However, overall results in national tests are well below average. Whilst these figures are affected by the well-above average proportion of pupils with learning difficulties or disabilities, they have changed little since the last inspection. The current Year 6 pupils without learning difficulties or disabilities are gaining broadly average standards, but data shows these pupils have made inadequate progress since Year 2. Consequently, their achievement is unsatisfactory. Over the past few years, this data also shows pupils' progress has slowed, particularly during Year 4. Although the school is working with the local authority to remedy this situation, strategies put in place by the leadership have not proved effective enough to enable pupils to catch up by Year 6. Although targets have been based on an assessment of pupils' abilities, they have not always been reliable enough or sufficiently challenging, and have not been met. Whilst there are signs of gradual improvement to these systems, the monitoring of pupils' progress by the leadership of the school is not sharp enough.

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

### **Grade: 3**

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Pupils' behaviour is satisfactory and where lessons grab their attention it is often good. However, where lessons are not sufficiently engaging and lack pace, pupils become restless and inattentive. Whilst pupils mainly enjoy school, they say that some lessons could be more interesting and feel they could be challenged more. Pupils' working relationships with each other and adults are mainly good. However, there is some boisterousness, and pupils report occurrences of bullying which they feel are sometimes not tackled effectively. Exclusions are much higher than usual, although this mainly involves a small group of pupils with behavioural difficulties. Whilst pupils know how to stay safe, a high incidence of minor accidents is recorded on a daily basis. There are adequate opportunities for pupils to learn about their own and other cultures, but their understanding of a multicultural society is more limited.

In spite of good efforts to improve attendance, this remains below average because a few pupils do not attend regularly. Pupils have a good understanding of how to stay healthy, but this is not always reflected in the contents of their lunchboxes. The school council takes its responsibilities seriously and makes a sound contribution to school life. Most pupils develop personal qualities that will fit them satisfactorily for later life. However, they are not adequately prepared for the next stage of education because of their underdeveloped language and mathematics skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Whilst teaching and learning were satisfactory in the majority of lessons observed, pupils' lack of progress over time shows they are inadequate overall. There is insufficient good practice to resolve pupils' underachievement. Where good teaching is seen, it is matched well to the needs of the full range of ability in the class. The brisk pace and detailed questioning enables pupils

to develop well their understanding. However, in too many lessons, planning and strategies do not match the work accurately enough to pupils' levels of need. Additionally, pupils have too few opportunities to speak at any length in lessons and are not challenged enough to explain their thinking. Some teaching is slow-paced and dull so that the pupils' concentration wanes and they become passive. Where teaching is unsatisfactory, lessons are not prepared sufficiently well, the resources used do not hold the pupils' attention and behaviour is not managed well enough.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets pupils' basic learning needs. Following a review after the last inspection the curriculum is now more balanced. However, there remain weaknesses because resources for ICT are limited, as is access to the new ICT suite. This currently affects pupils' opportunities for the use and application of ICT in their learning. However, the school has allocated the necessary finance to provide interactive whiteboards in classrooms in the near future. Library resources, and independent access to the library by pupils to support their learning, are also limited. Personal, social and health education is satisfactory, but pupils' understanding of staying safe and living in a healthy way has yet to be developed fully in practice. Pupils told inspectors they were keen about the range and variety of extra-curricular activities, particularly sport. Visits to places outside school, and visitors to the school, contribute positively to learning.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory overall. The appropriate checks are carried out on all who work in the school. Overall, there is good care for pupils' physical and emotional needs, particularly for those with learning difficulties and disabilities. As one parent wrote: 'My child is very happy at Springfield. The staff and headteacher are always ready to listen, and have always been very welcoming and helpful in many ways.' However, inconsistencies in the school's assessment systems lead to weaknesses in academic guidance. Whilst the school's methods for recording and tracking pupils' attainment are adequate, the interpretation and use of this information is weaker. Some of the assessments are not accurate and, as a result, the school's leadership cannot be sure about the progress being made. Not all pupils know the level at which they are working or how they can reach the next one. Targets are set for them in English, mathematics and science but many do not know these well enough. Marking is inconsistent and rarely tells pupils how well they have met the aims of the lesson or what they need to do to improve.

Concerns raised during the inspection are being examined by the appropriate bodies.

## **Leadership and management**

### **Grade: 4**

There is a strong commitment to inclusion by the headteacher and the governors. This ensures the successful integration of pupils with learning difficulties or disabilities into school life. The headteacher knows the pupils and their families well; something that is recognised and appreciated by parents. This aspect of leadership is a strength which has enabled the school

to build its reputation for supporting pupils with learning difficulties or disabilities. However, leadership, management and governance are unsatisfactory overall. This is because the evaluation of improvement strategies and their impact on school performance lack rigour. Consequently, the school over-estimates its effectiveness. The governing body has neither questioned closely enough the reasons for pupils' lack of progress, nor has this formed a regular part of the headteacher's reports to governors. The school is working closely with the local authority towards school improvement. However, the school's leadership has yet to build fully on this partnership to ensure a clearer direction for the school in order to enable standards to rise more rapidly.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<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>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

7 May 2007

Dear Pupils

Inspection of Springfield Junior School, Springfield Road, Swadlincote, Derbyshire, DE11 0BU.

We would like to thank all of you for welcoming us into your school. We enjoyed talking with you and seeing you both at work and at play. In the questionnaires your parents filled in for us, and in the letters they wrote to us, it is clear they feel you are cared for well at the school. Over the years, your headteacher and other staff have helped build up a good reputation for the support they give to those of you who have difficulties with learning. We can see how their hard work is helping you.

In order to help you with your future learning, and to enable you to make better progress, we have asked your school to do a number of important things.

- First, we have asked your teachers to develop the ways they teach you. This is in order to help you to gain higher standards and to achieve more by the time you leave in Year 6.
- Secondly, we have asked your headteacher and governors to develop the ways they check on the work of the school. This is to ensure that you are learning well enough, and to help you make better progress.
- Thirdly, we have asked the school to develop the ways in which it marks and assesses your work, sets you targets and helps you to know exactly how to improve.

Inspectors will visit your school regularly to check on your progress. You can play a very important part by helping your teachers, working hard, concentrating in lessons and continuing to support each other.

With all best wishes for your future,

Michael Miller (Lead inspector)