

# Springfield Junior School

## Inspection report

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<b>Unique Reference Number</b>	124657
<b>Local Authority</b>	SUFFOLK
<b>Inspection number</b>	293066
<b>Inspection dates</b>	23–24 April 2007
<b>Reporting inspector</b>	Godfrey Bancroft

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	310
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jean Lusher
<b>Headteacher</b>	Mr M Garland
<b>Date of previous school inspection</b>	19 September 2002
<b>School address</b>	Kitchener Road Ipswich Suffolk IP1 4DT
<b>Telephone number</b>	01473 741300
<b>Fax number</b>	01473 747485

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average-sized primary school. The community served by the school is representative of a wide range of economic and social backgrounds. Pupils' attainment when they enter the school is broadly in line with that expected for their age. The percentage of pupils from minority ethnic backgrounds and the percentage who speak English as an additional language are relatively low but rising steadily. The percentage of pupils who have learning difficulties or disabilities is high than average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Pupils enjoy learning in this caring school. The inspection confirms the school's evaluation that it provides a satisfactory quality of education and that standards have been getting better, especially during the last two years. This is because teaching has focussed successfully on improving standards in English and mathematics. Although the mental and oral skills and the problem solving abilities of some pupils in mathematics are still not developed sufficiently well, overall, pupils make satisfactory progress and, by the time they leave, attain broadly average standards.

Pupils' personal development is good and is firmly based on the good care, guidance and support provided for them by teachers and teaching assistants. It is mainly because of this positive support that many pupils become increasingly confident learners. Teaching and learning are satisfactory. Occasionally, in some lessons, the pace of learning slackens and questions are not used with sufficient precision to extend pupils' thinking. At other times the work set for the most able pupils is not hard enough. Even so, pupils clearly enjoy their education. Their attendance is good and their behaviour is outstanding. As one pupil commented, 'Our teachers make our lessons really enjoyable and give us lots of help'. The curriculum is good, enabling pupils to attain high standards in art and design, music and physical education. Pupils also derive great benefit from their participation in a good range of additional activities.

Leadership and management are satisfactory. The improvement plan provides a clear picture of what needs to be done for the school to become even better. However, it is not apparent from the plan how the initiatives it identifies will be evaluated in terms of their impact of pupils' learning and the standards they attain. The school has not yet ensured teaching is sufficiently or consistently good enough to make a real and lasting difference to standards. Governors do a good job. Resources are managed well and the school gives satisfactory value for money.

Parents hold the school in high regard and are very pleased with the quality of education it provides. Amongst many positive comments one parent said, 'The headteacher and all the staff are very approachable and helpful'. Since its last inspection the school has made sound progress and the use of information and communication technology to support pupils' learning has improved significantly. The capacity for further improvement is good.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### What the school should do to improve further

- Increase the pace of learning for all pupils by making more effective use of questions to challenge their thinking.
- Ensure that the work set for the most able pupils is always sufficiently challenging.
- Improve pupils' mental and oral skills and ability to solve problems in mathematics.
- Ensure that the initiatives listed in the school improvement are evaluated in terms of their effect on pupils' learning and the standards they attain.

## **Achievement and standards**

### **Grade: 3**

Pupils make satisfactory progress and by the end of Year 6 standards are broadly average. Historically there are some year-on-year variations in standards but these are usually linked to pupils' differing starting points and the overall picture is one of steady improvement. Standards in the most recent national tests, 2006, were better than they have been for some years. This pattern is continued by the current Year 6, to the extent that, whilst standards in mathematics and science are broadly average, those in English are now above average. In the past, standards in mathematics tended to lag behind those in English and science, but this is no longer the case. Even so, some pupils' mental and oral skills are still relatively weak and make the solving of mathematical problems difficult. Pupils who have learning difficulties and disabilities make satisfactory progress. The small number of pupils who speak English as an additional language achieve well. In most years pupils meet the appropriately challenging targets set for their attainment. Pupils make good progress and attain good standards in art and design, music and physical education.

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

### **Grade: 2**

Personal development and well-being are good. Pupils show positive attitudes, enjoy school and feel valued. Behaviour is outstanding and attendance is good. Pupils participate well in the range of sports on offer but their adoption of healthy lifestyles is less than it should be. Pupils say that the school deals effectively with the little bullying that occurs, and they can always find an adult, school councillor or friendship monitor to help with any problems. They give generously to charity appeals. Pupils' spiritual, moral, social and cultural development is good and they relate well to each other. Cultural development is especially good, as exemplified through the celebration of pupils work in art and music. Pupils' enjoy being given responsibility, as seen through their counselling and friendship monitoring roles. The school council provides an effective forum for pupils to contribute to the development of the school. Community links are good. The school prepares pupils for life once they have left school satisfactorily.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is generally satisfactory but some individual lessons are good and even outstanding. Teachers demonstrate good subject knowledge for the areas of learning and age-range that they teach. All teachers have high expectation of pupils' behaviour, with the result that pupils respond quickly to instructions and are eager to learn. In the better lessons, there is a high level of interaction between teachers and pupils during whole class sessions. Pupils' responses are extended by the teachers' good questioning techniques so that learning accelerates rapidly. This is not true of all lessons. Sometimes lessons lack pace and teachers do not extend and challenge pupils' skills sufficiently or rapidly enough to increase progress to beyond a satisfactory level. Pupils' work is marked regularly and often includes helpful comments so that pupils know how to make improvements. Pupils find the individual targets for writing useful but some mathematical targets are not specific enough to help them to move towards the next level of work. Teachers assess pupils' attainment and progress accurately.

## Curriculum and other activities

### Grade: 2

The curriculum is good. Pupils are taught literacy and mathematics in classes which are grouped according to the level at which they are currently working. This helps to make the lessons more relevant to pupils' needs. The school has taken effective action to increase pupils' attainment and achievement in literacy and mathematics, although staff recognise that further development is required. The school places a high priority on promoting pupils' enjoyment and participation in art, music and drama activities. Whole-school performances and exhibitions of pupils' work are regularly staged and are well received by parents and visitors. The use of information and communication technology has improved significantly since the last inspection, with the availability of a computer suite, a trolley of laptops and interactive whiteboards in all classes. Pupils use their computer skills well in all subjects. The provision for pupils with learning difficulties and disabilities is organised well and enables them to progress satisfactorily. A good range of special theme days, well-attended club activities, individual music tuition, visits and visitors are used cleverly to enrich the curriculum.

## Care, guidance and support

### Grade: 2

The school provides good levels of care, guidance and support for its pupils. Pastoral care is good. Health and safety routines and risk assessments are all fully in place. Child protection procedures are good, up-to-date and widely understood. As a result, pupils feel safe and secure. The identification and support of pupils who are gifted and talented pupils are at a relatively early stage of development. The school liaises closely with a range of other agencies to ensure good care, guidance and support for those pupils whose circumstances are sometimes a cause for concern or who are in difficulty. The recently introduced procedures for tracking pupils' academic and pastoral progress are also helping to raise standards. The school keeps parents and carers well informed about their children's progress.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher and deputy-headteacher have introduced initiatives, for example in mathematics and science, which are leading to improvements in standards. The senior leadership team has been restructured which means the school is better placed to identify and respond to aspects of its work that need to be improved. Subject leaders and staff with additional responsibilities work together and support each other well. The improvement plan paints a clear picture of what the school needs to do to become even better. Staff and governors are fully involved in putting the plan together and support its implementation wholeheartedly. Even so, the plan does not pay enough attention to how the initiatives for improvement will be evaluated in terms of their impact on pupils' learning and on the attainment of higher standards. Governors do a good job and are very supportive. They represent the interests of parents, carers and their community well and are strong advocates for the work of the school. Their role in holding the school to account for the quality of its work is robust. This contributes significantly to the school's capacity to improve further. In partnership with the headteacher, governors are good at ensuring that the available resources are used wisely to support pupils' learning.

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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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

24 April 2007

Dear Pupils,

Inspection of Springfield Junior School, Ipswich IP1 4DT

You may recall our recent visit to inspect your school. I am writing to thank you for helping to make the visit such an enjoyable experience. We were pleased to see how much you enjoy your lessons and other activities, particularly drama, music and physical education. We know that you and many of parents and carers are very pleased with the education you receive.

There many things that your school does well.

- Your teachers and teaching assistants are good at helping you to become mature and sensible, to the extent that we think your behaviour is outstanding.
- The staff take good care of you and make sure that you feel safe.
- You work hard in lessons.
- Mr Garland and your school governors are good at making sure that you have everything you need to help you with your learning.

We are asking Mr Garland, the staff and governors to do the following things to make your school even better.

- Make sure that the questions they ask make you think hard and extend your understanding of the topics you are studying.
- Ensure that the tasks set for those of you who finding learning relatively easy are challenging.
- Give you even more help to improve your skills in mathematics.
- Make sure that any plans the school has to improve what it does are written sufficiently clearly so that everyone can see whether they are succeeding or not.

We hope you continue to enjoy your education and are successful in the future.

Yours sincerely,

Godfrey Bancroft, Lead Inspector