

Springfield Primary School

Inspection report

Unique Reference Number	117925
Local Authority	North East Lincolnshire
Inspection number	312750
Inspection dates	28–29 February 2008
Reporting inspector	Yvonne Clare

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	271
Appropriate authority	The governing body
Chair	Brian Westlake
Headteacher	Mr Stephen Dransfield
Date of previous school inspection	1 July 2004
School address	Springwood Crescent Grimsby NE Lincolnshire DN33 3HG
Telephone number	01472 230260
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Springfield Primary school is a larger than average sized primary school. Most pupils come from a White British heritage with few pupils from minority ethnic backgrounds. The proportion of pupils entitled to free school meals is well below average and there is a much lower than average percentage of pupils with learning difficulties and/or disabilities. The number of pupils with a statement of special educational need is much higher than 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. Good improvements have been made since the previous inspection and there is good capacity for further improvement. The school's effective promotion of the 'Three Cs,' Care, Courtesy, and Consideration is epitomised in its pleasant, hospitable ethos. The high quality, well displayed artwork ensures that the school is bright and welcoming and provides a colourful, vibrant, learning environment. Parents particularly appreciate that their children learn in a warm, friendly, very caring setting enabling their children to feel a sense of belonging to the 'Springfield family' and feel secure.

Pupils' personal development and well-being are good. Pupils enjoy school and their behaviour is outstanding. They care deeply about each other and others less fortunate than themselves and their contribution to the community is excellent. Attendance is above average and pupils are well prepared for the next stage in their education. There are numerous opportunities for pupils to take on responsibilities, for example, as playground buddies who ensure the smooth running of the playground.

Achievement is good. Children enter school with skills that are typical for others of similar age. They make satisfactory progress and reach standards that are average by the end of Key Stage 1. More pupils exceed the level expected for their age in mathematics than in reading and writing. Progress accelerates through Key Stage 2. Standards overall are above average by the end of Year 6 and achievement is good. The 2007 national test results at the end of Key Stage 2 in mathematics and science were significantly above average. Results in writing were average although fewer pupils reached the higher level and improving standards in writing is a focus for improvement. Results are showing year-on-year improvement and evidence from the inspection suggests that current Year 6 pupils are on track to reach the challenging targets set for them.

Teaching and learning are good. Teachers know their subjects well and set interesting tasks which helps motivate pupils to want to learn. Relationships are encouraging and supportive and give pupils confidence. Occasionally the pace of lessons is slow and insufficiently challenging especially for the higher attaining pupils. Support staff offer targeted, effective support to ensure that pupils with learning difficulties and/or disabilities progress equally well.

The curriculum is good. A recent school initiative provides more opportunities to link learning across subjects. A satisfactory range of out of school activities are available to pupils, who value what is on offer. Care, support and guidance are good. Required child protection and safeguarding procedures are in place. Pupils feel safe and know that there is support available to them should they need it. Academic guidance is satisfactory, but assessments are not sufficiently regular to help teachers monitor closely pupils' progress. This means the higher attaining pupils in particular are not always sufficiently challenged.

The headteacher, ably supported by his deputy, sets a clear direction for the school. The role of the subject leader is less developed. They are not fully included in the monitoring of results and the evaluation of strategies to check on their impact on standards and achievement. Partnerships with parents, other schools and outside agencies support pupils' progress well. Governors are well informed and work effectively with the school and parents to provide pupils with a good standard of education.

Effectiveness of the Foundation Stage

Grade: 3

Children join the Reception class with standards that are typical for their age. They make satisfactory progress and reach standards in line with national expectations when they leave. The recent school strategy, to admit all children into Reception in the Foundation Stage by January, ensures that they have a longer time in which to access the Foundation Stage provision and enables better opportunities for learning. Good relationships are fostered with parents and as a result children settle into school routines well, are excited about learning and have good relationships with adults and with each other. Teaching is satisfactory. When activities are led by the teacher learning is effective. This is especially the case when teaching children the names of letters and their sounds. Many children already know many of these and participate in the practical activities enthusiastically. However, when children choose tasks for themselves, learning is satisfactory. It is not always clear what children are expected to learn from their imaginative play or their construction activities. Planning for the outside classroom is not always challenging enough to maximise opportunities for learning for all abilities.

What the school should do to improve further

- Monitor progress more regularly to ensure that all pupils are making as much progress as possible especially the more able pupils in writing.
- Ensure activities in the Foundation Stage are purposeful with a clear focus that extends children's learning both inside and out of the classroom.
- Extend the monitoring role of subject leaders to enable them to check closely on the impact of change on standards in the school.

Achievement and standards

Grade: 2

Standards are above average by the time pupils leave the school. Achievement is good. Pupils start Year 1 with standards in line with expectations for their age. They make satisfactory progress and reach average standards by the end of Year 2. In writing, and to a lesser extent in reading not enough pupils exceed the level expected for their age. The results of Year 6 national tests for 2007 show standards higher than those found nationally. Mathematics and science results were well above average, whilst English results were close to average. School tracking data, and work seen during the inspection, confirm pupils' current above average standards but with a continuing relative weakness in writing for higher attaining pupils. The progress of pupils with learning difficulties and/or disabilities is similar to that of other pupils. They achieve well because they receive effective support in classrooms and there are a good range of support programmes to enhance their learning.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are good. Pupils enjoy school and attendance is good. There is a high level of mutual respect amongst pupils. Pupils' achievements are valued highly and celebrated often and pupils say this motivates them to try hard and do their best. Pupils have a good understanding of how to stay healthy by eating healthily and taking plenty of exercise. In the healthy tuck shop they run at break times, carrots and cheesy bread items are among their

favourites! Pupils' contribution to the community is outstanding. They respond positively when asked to take charge or contribute to school life, relishing the many opportunities they have to contribute to making their school a happier and safer place to be, for example, as play leaders, buddies or through the school council. They also develop a particularly good understanding of the plight of others and are particularly enthusiastic to raise funds for those around the world and nearby. Good personal development, together with their effective learning in literacy and numeracy prepare them well for later life. Although pupils' understanding of other cultures, especially through art around the world, is good, overall their cultural development is satisfactory because their knowledge of life in a multi ethnic Britain is less well developed.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. Pupils make good gains in their learning because they enjoy secure relationships with the adults in the classroom, which results in exemplary behaviour and very positive attitudes. Typical lessons demonstrate teachers' good use of extensive subject knowledge. Consequently, activities are frequently fascinating, leading to an eager thirst for learning. Good links across subjects make learning meaningful and relevant. For example, pupils' understanding of life during the Second World War was much enhanced by the challenge and fun of designing and making a shelter able to protect an egg from a weight dropped from above. In the best lessons, towards the end of Key Stage 2, progress accelerates rapidly. Some lessons are less intensely paced and do not sufficiently challenge higher attaining pupils, especially providing for their writing skills. Work is generally thoroughly marked, with helpful comments about what has been done well and how improvements can be made.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets national requirements and responds well to national and local initiatives. Sufficient time is given to developing the basic skills, although the promotion of more advanced writing skills has not yet been as successful as promoting skills and understanding in mathematics and science. Good provision is made for those pupils who find learning difficult. Relevant and meaningful links are made across subjects, for example, in the powerful way pupils' learning in history is well reflected in their writing, art and information and communication technology (ICT). Good provision is made for personal development, supported by the use of a well structured programme of work. Learning is enhanced through a well organised and imaginative range of visits and visitors with a particular impact on pupils' enthusiasm and progress in science, history and geography.

Care, guidance and support

Grade: 2

Teachers and other adults know their pupils well and relationships are warm and friendly. Parents regard the school and its staff highly and appreciate the supportive and inclusive environment that the school offers their children. Appropriate procedures to protect and safeguard pupils are in place. Links with outside agencies to provide pupils with the support they need are good. Academic guidance is satisfactory. Tracking systems are in place and staff are starting to make use of assessment information when planning their work. However,

assessments are not sufficiently regular to provide an on-going picture of pupils' progress so that teachers can identify at an early stage when pupils need more support. This is especially the case for the higher attaining pupils in writing. The school has made a good start at including pupils in their own learning. In Years 5 and 6, pupils are more informed about how to raise their standards in writing because their teachers share and discuss their learning targets with them. This good practice is less evident in other classes and subjects.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher knows the school well and sets a clear direction for improvement. He is ably assisted by his deputy. Together they provide supportive leadership and are accessible to both staff and pupils alike. School self-evaluation is thorough and accurate and clearly identifies what the school needs to do to improve. The school sets challenging targets based on a wide range of assessments of prior attainment. Targets for 2007 were exceeded in mathematics and considerably exceeded for higher attaining pupils. They were very narrowly missed in English. Subject leadership is inconsistent. Although there is effective monitoring of some subjects this is not consistent and subject leaders are not fully involved in monitoring what is happening in the subjects they lead and in checking that changes have had a positive impact on standards. Governors carry out their duties well. They are involved in all aspects of school life and have a good understanding of the school's achievements. The school is well resourced and provides good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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

3 March 2008

Dear Pupils

Inspection of Springfield Primary School, North East Lincolnshire,
DN33 3HG

Thank you for making us feel so welcome in your school and for your help during the recent inspection. We loved seeing all your beautiful art work and thought how hard you had worked. We thought you were really well behaved and polite and we enjoyed talking to you and listening to what you had to say about your school.

You go to a good school. All the staff work hard to help you do your best and all of you work as a team to make your school the good school that it is. You told us that you like your school and enjoy your lessons, as well as the clubs, visits and visitors.

You know lots about staying safe and being healthy. You all work so hard raising money for others and we thought how caring you are. It was good to see how well you care for each other and enjoy all the jobs and responsibilities your teachers ask you to do. It was great to see you doing your 'Wake up, Shake up', with big smiles on your faces, no wonder you are all so ready to learn!

Your school wants you to be the best you can be, so we have asked the staff to help you make quicker progress especially in writing. The children in the Reception class really enjoy their activities but we think that sometimes it could be made clearer to them what they are expected to do. We know that your teachers know you well and now we are asking them to use this information to check that the work you do always makes you think. Many teachers are involved in improving your school and we have asked that some have more opportunities to check how well you are all doing.

It was a pleasure to visit your school. We know you are proud of being part of the 'Springfield Family', so keep working hard, come to school every day, as you do now and keep doing your best. You are already making a difference with your fund-raising, buddies and play leaders, so keep up the good work!

Best wishes

Yvonne Clare

Lead inspector