

# Springfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	112762
<b>Local Authority</b>	City of Derby
<b>Inspection number</b>	325679
<b>Inspection dates</b>	16–17 March 2009
<b>Reporting inspector</b>	Krishan Sharma

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	164
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Mia Morgan-Ford
<b>Headteacher</b>	Mr David Blackwell
<b>Date of previous school inspection</b>	23 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	West Road Spondon Derby Derbyshire DE21 7AB
<b>Telephone number</b>	01332 673846
<b>Fax number</b>	

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<b>Age group</b>	4–11
<b>Inspection dates</b>	16–17 March 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This primary school is smaller than average. A large majority of pupils are White British. The number of pupils coming from minority ethnic backgrounds is growing; a small number speak English as an additional language, some of whom are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is increasing but remains below the national average as does the proportion of pupils entitled to free school meals. There is a sizable turnover of pupils in a typical academic year. The school holds the Artsmark Silver certificate in recognition of its commitment to all art forms, the information and communication technology (ICT) mark and Activemark for physical education. The Early Years Foundation Stage provision is offered in the Reception class.

A private organisation uses the school premises to cater for pupils of Nursery age, a daily after-school club and a holiday club, which have been inspected separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Springfield Primary is a satisfactory school. Most parents are satisfied with its provision and with the difference the headteacher has made to the work of the school. One of them typically commented 'the school has gone from strength to strength' since his appointment in September 2007. After forming an accurate view of the school's strengths and weaknesses, the headteacher has brought a sense of urgency in dealing with the school's key weaknesses. Recently introduced initiatives are bringing about a steady improvement in pupils' achievement, the quality of teaching and pupils' behaviour. While the impact of these initiatives is yet to be felt fully, the early successes show that the school has a satisfactory capacity to improve further. The school is now dealing satisfactorily with improvement issues raised at the last inspection and is making progress with these.

Children make good progress in the Reception class. Their attainment on entry to Year 1 is broadly average, as are standards at the end of both key stages. In 2008, Year 6 pupils achieved broadly average standards in mathematics and science, but they were below average in English due to an unexpected dip in their results in writing. This has led to new initiatives which are beginning to have a positive impact as standards in writing are rising but there is still work to be done. Most pupils, including those with learning difficulties and/or disabilities make satisfactory progress, although their rate of progress is slower in some classes in Key Stage 2, where teaching is mainly satisfactory. The overall standards are, however, depressed by the underachievement of some of the more able pupils.

The quality of teaching and learning is satisfactory overall and is at its best in the Reception and Year 6 classes. Pupils generally enjoy being at school and attend regularly, although a small number lose interest in lessons, particularly when the teaching does not enthuse them. Personal development is satisfactory. Pupils' behaviour is often good in lessons. Occasionally a small number of pupils cause disruption, but teachers manage this well. The curriculum is satisfactory with a good range of enrichment activities. Most pupils eat healthily and participate enthusiastically in a range of physical activities. Pupils show care for others through raising funds for good causes in the community. Their competence in basic and personal skills prepares them satisfactorily for the world of work. The good pastoral care is helping pupils to feel safe at school. They are given satisfactory guidance to improve their work. As yet, the new initiatives in marking and target setting are not consistently applied.

The leadership and management are satisfactory. The headteacher and the deputy headteacher have moved the school forward, but they recognise that more remains to be done. The recently strengthened tracking of pupil data and its use in measuring pupils' progress in each class is sharply underlining the accountability of all teachers and of leaders at all levels for the performance of the school. Middle leaders have limited experience and skills in monitoring work in their areas of responsibility. The governors are supportive of the school and are currently undergoing appropriate training to sharpen their skills in order to improve their monitoring of the school's work.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The current cohort of children entered Reception with skills and knowledge that are below the levels expected for this age. Their early literacy skills are particularly weak. Often, in other

years, the attainment on entry has been close to the levels expected. Children progress well across all areas of learning. They make a good start because they settle quickly and feel happy and secure. Parents are encouraged to become involved in their children's learning right from the start. Relationships are secure and children's well-being is of the utmost importance. They develop a good understanding of keeping healthy and active. Support for children who find learning hard or who are potentially vulnerable is effective, enabling these children to succeed and participate fully. Planned activities, both indoors and outside, are interesting and purposeful. They meet children's needs well, although occasionally opportunities to extend the literacy skills of the more able children further are missed. There is no covered outdoor area; this restricts access and limits children's learning. Valuable assessment information, including excellent home diaries, show parents and teachers how well children are progressing. The leadership and management of the Early Years Foundation Stage are good.

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

- Improve the rate of pupils' progress in writing.
- Ensure that the more able pupils are suitably challenged in lessons to ensure that they work towards and achieve higher levels.
- Improve the quality of teaching so that it is mostly good, particularly in Key Stage 2.
- Strengthen the monitoring skills of middle leaders and governors to enable them to play a fuller role in the school's self-evaluation.

A small proportion of 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.

## **Achievement and standards**

### **Grade: 3**

By the end of Year 6 pupils reach broadly average standards in all three core subjects and their achievement is satisfactory overall. Most pupils make satisfactory progress as they move through the school, although it is slower in some lessons. The unvalidated Key Stage 2 results for 2008 show a dip in English, mainly due to the unexpected decline in pupils' performance in writing. The strategies currently in place to improve writing across the school are already showing a positive impact and standards are rising. Standards by the end of Year 2 remain broadly average. Achievement in reading is a strength across the school. The analysis of the 2008 results shows that relatively few pupils achieve the higher levels in mathematics, particularly by the end of Year 6. The school recognises that tackling the underachievement of some of the more able pupils is the key to raising its standards. As a result, pupils with the potential to achieve the higher levels have already been identified. Actions taken so far are showing beneficial results, but not in all classes due to the uneven quality of teaching across the school. Pupils who find learning more difficult make satisfactory progress.

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

### **Grade: 3**

Pupils generally enjoy school, although some show a lack of enthusiasm. Attendance is above average because its monitoring is strong. Behaviour is satisfactory and often good in lessons. However, some pupils and parents are rightly concerned that a small number of pupils, mainly older boys, do not behave as well as they should. The work of the lunchtime manager is having an increasingly positive effect on improving behaviour. The number of exclusions has decreased

and playtimes are generally harmonious. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils develop a secure understanding of life in a multicultural society. Effective work by the sports coach ensures sporting initiatives have a high level of participation. Pupils show a good understanding of the importance of healthy lifestyles and enjoy keeping fit. The school provides satisfactory opportunities for pupils to develop independence through organising fund-raising activities. Pupils with responsibilities, such as prefects and those on the school council, are increasingly contributing to decision making. Strong local links give pupils a sound awareness of the world of work. Pupils leave with satisfactory social and academic skills and are adequately prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning vary across the school, but are satisfactory overall. Teachers plan activities that cater for the needs of pupils of all abilities. Every so often, however, the more able are insufficiently challenged; when this happens, they make slower progress. During introductions to lessons teachers often ask good questions that help them to check pupils' prior learning and clarify what they are about to learn. On occasions, introductions are too long and leave limited time for pupils to work independently, and the slow pace in some lessons restricts the progress of a small number of pupils. Teachers have good skills in managing pupils' behaviour. The additional needs of pupils with learning or behaviour difficulties are now clearly identified and are increasingly well met. As a result of the improved tracking, teachers know which pupils make slower than expected progress and monitor their performance with a greater sense of urgency. The use of ICT at home to complete work started at school is increasing pupils' interest in their learning.

### **Curriculum and other activities**

#### **Grade: 3**

The school has successfully incorporated the new framework for teaching literacy and numeracy into its curriculum. The curriculum for pupils who find learning more difficult is greatly improved. However, it does not yet cater fully for the needs of the more able pupils, some of whom do not achieve the standards of which they are capable. Links between subjects are developing well. ICT is a vital tool in pupils' learning and a curricular strength. There is a strong commitment towards encouraging healthy lifestyles. Raising standards in writing has been a priority for the school. The recently introduced 'Big Writing' initiative is motivating pupils to express their own ideas. The programme to promote pupils' personal, social and health education is satisfactory but not yet firmly embedded. Good quality extra-curricular clubs, theme days such as China Day, combined with effective use of visits and visitors greatly enrich the curriculum.

### **Care, guidance and support**

#### **Grade: 3**

The school takes good pastoral care of its pupils. Robust procedures for safeguarding pupils are securely in place. Pupils say they feel very secure and are confident that they can confide in an adult if they have concerns. Teaching assistants support vulnerable and other pupils with specific needs well. Strong links with outside agencies strengthen the management of behaviour in and out of the classrooms. Projects, such as 'Boys into Books', have successfully motivated

pupils who find learning difficult. Academic guidance, though satisfactory and improving, is not consistent. Consequently, teachers' marking does not always inform pupils about what they need to do to improve or whether they are making enough progress. Occasionally targets set for individual pupils are insufficiently challenging, particularly for the more able.

## **Leadership and management**

### **Grade: 3**

The current priorities for development reflect the school's key weaknesses and its determination to secure improvements in pupils' academic achievement as well as in their personal development. Despite some recent successes in reducing underachievement, and in improving the overall quality of teaching and pupils' behaviour, the senior leaders and managers recognise that more needs to be done. The use of data is now extensive and is managed well. Consequently, the school is able to identify pupils whose underachievement it must tackle and to hold teachers to account for their pupils' performance. As a result, the targets set for raising standards are becoming more challenging, particularly for the more able and they already show a positive impact. The school's monitoring and evaluation are generally strong enough to identify its key strengths and weaknesses. Occasionally, insufficient attention is paid to analysing the progress pupils make in lessons and in their written work. Often, this is because as yet, middle leaders' monitoring skills are not as well developed as they need to be. The school reaches out to its community with growing confidence and satisfactorily promotes inter-faith understanding and a respect of different cultures. In general, governors are aware of the school's strengths and weaknesses and are currently receiving appropriate training to enable them to monitor its work more fully.

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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?	3
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?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	3

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	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	3

## The quality of provision

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

## 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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

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

18 March 2009

Dear Pupils

Inspection of Springfield Primary School, Derby, DE21 7AB

Thank you for welcoming us to your school. We enjoyed visiting your classrooms, looking at your books and talking to you about your work. Here are some of the good things we found.

- You are good at reading because your teachers teach it well and they give you many opportunities to read at school.
- Those of you in Reception settle well and make good progress because adults there plan enjoyable activities for you.
- You attend school regularly and most of you enjoy being at school.
- Your teachers and other adults in the school take good care of you.
- You enjoy taking part in many of the extra-curricular activities the school offers you.
- Your headteacher works hard to make your school even better.

This is what we have asked the governors and headteacher to do:

- increase your rate of progress in writing
- make sure that those of you who are capable of doing more challenging work and achieving higher grades do so
- make sure that teachers make all your lessons so interesting that all of you make the best progress you possibly can
- improve the way teachers and governors keep a close check on the work of the school to improve it further.

On behalf of the inspection team, I wish you the very best for the future.

Yours sincerely

Krishan Sharma

Lead inspector