

Springfield Primary School

Inspection report

Unique Reference Number	122721
Local Authority	City of Nottingham
Inspection number	327785
Inspection dates	28–29 April 2009
Reporting inspector	Martyn Skinner

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	192
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
Appropriate authority	The governing body
Chair	Mrs Mary Lawrence
Headteacher	Mrs Jane-Belinda Francis
Date of previous school inspection	4 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lawton Drive Bulwell Hall Estate Bulwell Nottingham Nottinghamshire NG6 8BL
Telephone number	0115 915 5769

Age group	3–11
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Fax number

0115 915 5769

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school draws its pupils from the local area in the centre of Nottingham. The number of pupils eligible to claim free school meals is well above average. The proportion of pupils from minority ethnic groups is well below average, and very few speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is broadly average, although a below average proportion of pupils have statements of special educational needs. Since the previous inspection, there have been a number of staff changes, including at senior level. The current headteacher has been in post since September 2006. The school has been a member of the Bulwell Education Action Zone since 1998.

A privately-run after school club uses the school premises for outdoor play. The free breakfast club and the 'wrap around' club at lunchtimes, paid for by parents, are both managed by the governing body.

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, where pupils enjoy their learning. The headteacher, well supported by her staff team, is highly committed to meeting the pastoral and learning needs of all pupils. As a result of the clear direction provided by the school's leadership, pupils make good progress on their journey through the school and leave Springfield well prepared for the next stage in their education. Their overall personal development and well-being are good.

From starting points, which are well below expected levels in all areas, children make satisfactory progress through the Early Years Foundation Stage. Due to good teaching and clear academic guidance, pupils make good progress in their learning in Key Stages 1 and 2. This leads to average standards in English and science by the end of Key Stage 2. Progress in mathematics is good overall, bearing in mind pupils' low starting points. However, due to some satisfactory teaching of mathematics, progress in mathematics is not as consistent as progress in English and science. This explains why standards remain below average by Year 6.

Overall, the school is successful at meeting the needs of pupils, providing a balanced and interesting curriculum which motivates pupils to do their best. Attitudes to each other and to learning are good. This is seen in pupils' good behaviour and attentiveness in class. They are encouraged to really think through their own learning and they take responsibility for this as well as for their behaviour. On the occasions when behaviour is not acceptable, clear systems are in place to help pupils consider the consequences of their actions.

The success of this school is due to good leadership and management. The headteacher works well with the deputy headteacher and wider management team to constantly review and improve upon outcomes for pupils. In their determination to continue moving forward, school leaders are well supported by the governing body. The school has a clear understanding of the need to promote community cohesion and this area is currently satisfactory. Pupils do not yet have many opportunities to experience first hand the diversity of British society or to make friends with children from other cultural backgrounds.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children start in the Nursery with knowledge and skills that are well below those expected for their age. As a result of sound teaching, children make satisfactory progress overall, although attainment by the end of Reception remains well below average. In some areas of learning, progress is better than satisfactory. For example, good progress in speaking and listening results in children being able to hold confident conversations with adults. However, skills remain below average. Due to particularly good progress in personal, social and emotional development, many children are close to reaching the expected goals in this area of learning. Good induction procedures help children settle quickly and structured routines support their self-confidence. Relationships are positive and children's pastoral needs are well catered for. As a result, children are well-behaved, confident and eager to learn. Satisfactory curriculum planning ensures the children experience a broad and varied range of learning activities. However, the newly fenced-off outdoor area is currently used as a play space rather than as an effective learning environment. Classroom areas give children a wide choice of activities, especially in the Nursery. Children in Reception have less opportunity to select their own activities, which restricts their ability to show their full potential.

Adults assess learning carefully and are starting to use the information to guide the children in adult-led tasks. As yet, assessment information is not used effectively enough to provide support for children which is tailored closely enough to their needs during the activities they choose for themselves. Hence, they make more limited progress. In addition, assessment procedures do not give adults precise information about the children's specific learning needs when they first start school. The leadership has a clear knowledge and understanding of the strengths and areas for improvement but has not yet developed an action plan that details how and when the improvements will be made.

What the school should do to improve further

- Ensure consistent progress from Nursery to Year 6 to raise standards in mathematics.
- Use assessment more effectively to meet the specific learning needs of children in the Early Years Foundation Stage.
- Provide more opportunities for pupils to meet and work with children from different cultures.

Achievement and standards

Grade: 2

The attainment of most children when they enter the school is well below that expected for their age. They make satisfactory progress through Nursery and Reception. The rate of progress improves to good in Key Stages 1 and 2. This good progress results in standards improving by the end of Key Stage 1, although they remain below average. By the time pupils leave the school in Year 6, they have reached average standards in English and science. Standards in mathematics remain below average, due to slower progress in some year groups. There are no significant differences between the progress of boys and girls. Pupils who find learning difficult make good progress due to the good support they receive.

Personal development and well-being

Grade: 2

Pupils feel safe and enjoy belonging to Springfield Primary School. Attitudes in class are good due to positive relationships and interesting lessons. A small number of pupils do not behave well, but most pupils are polite, attentive and considerate of other people's feelings. They are confident that adults will always help to sort out any problems and most pupils have the skills to resolve minor issues themselves. Pupils make a satisfactory contribution to the school and local community. Some older pupils have good opportunities to contribute to decision making, but there is no formal school council to involve pupils on a more regular basis. Pupils' spiritual, social and moral development is good. They are developing a growing respect for other cultures and a satisfactory understanding of wider British society. Attendance is satisfactory, although the persistent absence of a small number of pupils remains a concern. Pupils have a good awareness of the importance of keeping fit through active playtimes, regular physical education lessons and extra-curricular activities. They have a good understanding of the importance of healthy eating and generally choose healthy food items at lunchtimes. The youngest children know that starting the day with fruit and milk will help them 'grow big and strong'. Pupils are able to work well independently and in partnership with others. Their positive attitude to learning, together with their good achievement in developing key skills, prepares them well for future success.

Quality of provision

Teaching and learning

Grade: 2

A significant factor in the good achievement of pupils is the good quality of teaching and learning and the strong relationships between pupils, teachers and teaching assistants. Teachers mostly use assessment information effectively to plan work at the right level for all pupils. Lessons are built around interesting activities, which motivate pupils to want to learn. In most lessons, teachers ensure a good pace of learning and encourage pupils to actively participate. More able pupils are sufficiently challenged, with opportunities to take responsibility for their own learning. This is seen, for example, in a Year 6 mathematics lesson when pupils choose to learn a different strategy for long multiplication. Pupils understand their learning targets and teachers provide detailed guidance on how to improve their work. Teaching is occasionally satisfactory, rather than good, due to a slower pace and a lack of emphasis on independent learning. This satisfactory teaching accounts for some inconsistency in pupil progress in mathematics across the school.

Curriculum and other activities

Grade: 2

The curriculum is well-planned, engages pupils and often makes learning exciting. A clear focus on developing basic skills in English and mathematics has led to good achievement. All subjects are given an appropriate share of the timetable, with sufficient time given to developing in-depth projects, such as producing moveable Easter cards in design and technology. Teachers are committed to making good use of meaningful cross-curricular links to enhance learning. This is an evolving area of the school's work, with further developments planned. A good range of clubs, carefully designed to meet the needs of the pupils, contributes to the sense of excitement and pride in belonging to the school community. Educational visits are used successfully to support learning. Pupils enjoy opportunities to participate in a wide range of enrichment activities within the school day. For example, many pupils enjoy learning to play a musical instrument. Additional physical education activities, such as skipping workshops and ice-skating lessons, play an important role in raising levels of enjoyment and achievement. Information and communication technology is used effectively to support learning in other subject areas, such as English and geography. A strong personal, social and health education programme makes a significant contribution to meeting the needs of pupils, preparing them well to meet the challenges of life.

Care, guidance and support

Grade: 2

Every member of staff takes responsibility for the welfare of every pupil. There are rigorous systems for ensuring pupils' safety, health and well-being. The school works well with families to improve attendance. Supervision arrangements are good. Statutory requirements regarding safeguarding of pupils are met. The school meets pupils' emotional needs particularly well. Pupils know that adults care for them and so are confident to ask for help from any adult at hand. All pupils enjoy collecting stickers or team points that reward them for kind actions or good work. A range of strategies, including the very popular 'Thank You' events, play an important role in motivating most pupils to behave well. However, occasional examples of poor behaviour present an ongoing challenge and the school is aware of the need to do even more

in this area. The school's detailed assessment procedures in reading, writing and mathematics ensure pupils receive good guidance about their learning and so often make the necessary improvements to their work. Pupils know their reading, writing and mathematics targets and are starting to remember to use them in lessons. The school works closely with outside specialists to ensure pupils with learning difficulties and/or disabilities get the support they need to make good progress.

Leadership and management

Grade: 2

The school is led well by an enthusiastic and hard-working headteacher. Her vision for providing strong pastoral care and a broad, balanced curriculum is clearly communicated to all connected with the school. The headteacher works in close partnership with the deputy headteacher and together they set increasingly challenging targets to raise standards. Teachers are held accountable for good pupil progress and helped to secure this through constructive feedback and training. There are good systems for evaluating the effectiveness of the school's work, so that leaders are aware of the school's strengths and areas to develop. Governors are highly supportive and play an active role in challenging the school to show evidence of progress. The school makes a satisfactory contribution to promoting community cohesion. Cohesion within the school community is good but the school does not currently provide many opportunities for pupils to meet and work with children from different cultures. The school has effective partnerships with parents, other schools and outside agencies, with whom it works closely to promote the well-being of pupils. The very large majority of parents express confidence in the leadership of the school. Leaders and managers are well aware of the next steps that need to be taken and the school has shown evidence of a good capacity for further improvement.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	2
How well does the school contribute to community cohesion?	3
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

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

30 April 2009

Dear Pupils

Inspection of Springfield Primary School, Nottingham, NG6 8BL

My colleague and I recently visited your school and this letter is to tell you about the results of our inspection. First, I would like to thank you for your help during our visit. We thought you were very friendly and we enjoyed lots of chats with you in classrooms, in the dining room and on the playground. Thank you for telling us your views.

We agree with you that Springfield Primary is a good school. You make good progress because teachers and teaching assistants give you a great deal of help and encouragement. Lessons are interesting and there are many different activities to keep you interested in learning more. We were very pleased to see that most of you behave well in lessons and in the playground – keep up the good work!

Your headteacher and all the staff work well together as a team. Like us, they think the school can be even better. To achieve this, we have asked them to do three things. These are:

- to help you make better progress in mathematics in every year group
- to make sure that children in Nursery and Reception are given the right help to make good progress in their learning
- to help you understand more about the different backgrounds of people in our country by meeting and making friends with children from different cultures.

We think these are all things you are really going to enjoy, but you will have to work extra hard to achieve the first one!

Finally, we would like to congratulate you on how well you are doing – both you and your parents should be proud of your achievements. We hope you continue to make the very best of your time at Springfield Primary School.

Yours sincerely

Martyn Skinner

Lead inspector