

# Springfield Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121792
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	331609
<b>Inspection dates</b>	9–10 June 2009
<b>Reporting inspector</b>	Nick Butt

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	184
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>	Interim executive
<b>Chair</b>	Ms Tricia Okoruwa board
<b>Headteacher</b>	Ms Fiona Judge (headteacher) / Ms Sian Davies (executive principal)
<b>Date of previous school inspection</b>	5 March 2008
<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>	Castlewood Road Hackney London

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<b>Age group</b>	3–11
<b>Inspection dates</b>	9–10 June 2009
<b>Inspection number</b>	331609

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## Introduction

The inspection was carried out by two Additional Inspectors.

### Description of the school

Springfield Community Primary School is smaller than average. It has Early Years Foundation Stage provision in the Nursery and Reception classes. Almost all pupils come from a wide variety of minority ethnic backgrounds. Eight out of ten pupils speak English as an additional language, and many are at the early stages of acquisition. A high number of pupils are eligible for free school meals. The proportion of pupils who have learning difficulties and/or disabilities is very high. These include speech and language difficulties. A large proportion of pupils joins and leaves the school outside normal times. The school has the Activemark and the Healthy School Award and runs a breakfast club and an after school club.

At its last inspection, in March 2008, the school was given a Notice to Improve. Significant improvement was required in relation to standards and achievement of pupils in Years 1 to 6, teaching and learning and leadership and management. The school is in partnership with a local federation and a new leadership model has been in place since September 2008. The school is now led by an Executive Principal and a Head of School, both of whom are new to the school. An Interim Executive Board to replace the governing body was established in June 2008. Only three of the eight class teachers worked at the school prior to this academic year.

### Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In accordance with Section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Springfield is now a good school. Under the dynamic leadership of its Executive Principal and Head of School, there has been rapid progress this year in improving teaching and learning so that it is consistently good, and in raising standards from exceptionally low to a little below average. The atmosphere of the school has been transformed, with pupils enthusiastic about their learning and keen to talk about their achievements. As one parent wrote, 'The teachers and staff are focused on ensuring that every child reaches their full potential'.

Effective teaching and learning is at the heart of the school's success. Teachers have established positive relationships with pupils and plan lessons that combine a good pace with a high level of challenge, reflecting the culture of high expectations that is now prevalent. The school has done well to accelerate most pupils' learning to the point where they meet national expectations in English, mathematics and science. The challenge it still faces is to ensure that the more able pupils attain the higher levels at the end of Year 2 and Year 6. With the majority of pupils speaking English as an additional language, the school recognises the need to widen their vocabulary and equip them with the reasoning skills necessary to enable them to excel. The school is refining its good assessment systems to enable teachers to pick up quickly any specific gaps in pupils' knowledge so that planning can be adapted to remedy these.

The good curriculum makes learning enjoyable and active for pupils, enriched by a wealth of clubs, visits and visitors. Pupils have opportunities to practise their writing skills in a range of subjects. However, there are insufficient opportunities for pupils to use technology to develop their independence and research skills. They receive good academic guidance and have opportunities to reflect upon their work and respond to written comments in their books. Many of the pupils wear their targets as badges and so are constantly reminded of them. Pastoral care is a particular strength of the school, reflected in pupils' positive attitudes to learning, their huge enjoyment of school and their good behaviour. One pupil commented, 'The staff motivate us and give us determination to achieve our goal'. Provision in the breakfast club and after school club is good, with effective levels of care and a good range of activities to interest children.

Pupils' personal development and well-being are good, as pupils from a wide range of different backgrounds and cultures socialise freely and show care and consideration towards one another. They have an outstanding understanding of how to live a healthy lifestyle, taking plenty of exercise and mostly walking to school. Pupils also feel very safe and trust adults to help them if they have any concerns. The school council has been influential in securing additional resources and equipment for learning as well as play, obtaining science equipment and laptop computers.

The impact of leadership and management is good. Monitoring of the provision is thorough and subject leaders influence their areas of responsibility well, even though several are recently appointed. Leaders set extremely challenging targets in order to raise standards and hold all members of staff to account for pupils' progress. The school has benefited from its partnership with other schools in the federation, sharing good practice. The Interim Executive Board brings its own rigour and expertise to the school, ensuring that the pace of improvement is maintained and preparing the way for the appointment of a new governing body. In view of the rapid progress this year in improving the school, there is a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

A range of good quality learning experiences harnesses children's natural curiosity and gets them off to a good start. Children start school with skills and abilities well below those typically found for their age, with many joining the Nursery and Reception with little or no English. As a result, teachers rightly focus on developing their proficiency in language. Children make good progress, but still fall short of the expected early learning goals by the time they enter Year 1, because their skills and abilities upon entry to the Nursery are so low. Children enjoy choosing a wide range of independent activities, although in some sessions opportunities are missed for adults to lead a group on a focused task. Teaching assistants are well trained and they effectively promote learning. The outdoor areas for the Nursery and Reception classes are used well to extend the curriculum. Children's welfare is given a high priority so that they feel secure and are confident learners. Children in the breakfast club and the after school club thrive as a result of effective and well-planned provision.

Close partnership with parents and external agencies helps to meet the needs of all children. Children behave impeccably, concentrate and are enthusiastic about their work. Their personal, social and emotional development are exceptional. They play amicably together, sharing equipment and space. Assessments are rigorous and used consistently to plan next steps in children's learning. Children's progress is tracked meticulously and the information gained is used rigorously to improve achievement. The provision is well led and managed and all staff work closely together.

### What the school should do to improve further

- Increase the proportion of pupils attaining the higher levels in English, mathematics and science by:
  - enhancing the provision for pupils learning English as an additional language, particularly in widening their vocabulary
  - refining the use of assessment data to pinpoint specific gaps in pupils' knowledge and adapting planning to tackle this.
- Develop the use of technology further to extend pupils' skills across the curriculum.

## Achievement and standards

### Grade: 2

In 2008, standards were exceptionally low in reading, writing and mathematics at the end of Year 2, and low in mathematics and science by the end of Year 6. Since then, standards have been rising rapidly across the school and achievement is good. A structured programme to teach reading and develop writing skills has had a positive impact, with pupils in mixed-age ability groups. Standards are now close to national expectations across the school in reading, writing, mathematics and science, although too few pupils are performing at the highest level. This is because pupils who learn English as an additional language struggle to grasp all the concepts and the sophisticated vocabulary required to attain the higher Level 3 in Year 2 or a Level 5 in Year 6. High pupil mobility also means that many pupils join the school later on with little or no English. Provision for these pupils is good, and they quickly learn the language. Pupils who have learning difficulties and/or disabilities make good progress because they receive good support in meeting their individual targets.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils have a good sense of right and wrong, and reflect upon moral values, such as honesty, in assembly. They appreciate the art, music and religion of other cultures. The Healthy School Award and the Activemark recognise pupils' excellent understanding of how to be healthy. They are involved with an Olympic 2012 project to achieve their personal best time for various physical activities, further improving their fitness levels. They thoroughly enjoy school. Attendance has improved greatly in the past year and is now above average. Pupils are very enthusiastic about learning, and participate fully in lessons. They have a heightened understanding of staying safe, partly because of training organised for them by the school council in road safety. Pupils make a positive contribution to the school community. Year 5 pupils taught Year 2 pupils some science experiments, enjoying the responsibility. Pupils raise money for charity and have links with the local church. They collected donations for the Harvest Festival. Their basic skills have improved greatly this year. Combined with their increased confidence to try new challenges and their positive attitudes to learning, pupils are well prepared for high school.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers use resources well, including the interactive whiteboards, to make learning interesting. A pupil said, 'They teach us in a fun way so we can enjoy ourselves'. They match tasks effectively to pupils' abilities, taking into account their prior learning. Introductions clearly set out what pupils are going to learn, and lessons are rounded off well with a summary of what has been achieved, often checked against a specific goal. An emphasis on speaking and listening helps pupils learning English to make good progress. While much of the teaching is good, some is outstanding, as when Year 3 pupils were considering how to design a Venn diagram. Skilful questioning ensured a high level of debate that really challenged pupils' thinking. On the rare occasions when teaching slips below a good standard, this is related to a lack of pace when pupils spend too long sitting passively rather than actively engaging in learning.

### Curriculum and other activities

#### Grade: 2

The curriculum has been adapted well to meet the school's immediate needs and links are being made across subjects, especially in writing. For example, pupils wrote scientific journals. The use of technology across the curriculum is more limited. Curriculum provision for pupils who are learning English as an additional language is good, with visual resources to support their learning. Subjects such as history, geography, music, religious education and literature extend pupils' understanding of their own and others' cultures well. There is a strong creative element to the curriculum, especially through 'Creative Friday', when pupils can enjoy a wide range of activities including cooking, drama, finger knitting and magazine production. A large number of visits and visitors to school bring the curriculum to life and stimulate learning well. The wide variety of clubs, with a strong emphasis on sporting and fitness activities, are well supported and valued by the pupils.

## Care, guidance and support

### Grade: 2

The needs of pupils who struggle with accessing the curriculum and those who are falling behind are identified early, and good intervention supports their learning so that they progress well. There is good provision for pupils who have learning difficulties and/or disabilities, including those who have speech and language difficulties. Vulnerable pupils are sensitively supported. There are excellent links with outside agencies to guide and support them. Risk assessment is rigorous for both the school building and when pupils go on visits. Safeguarding arrangements are all in place. Procedures for the monitoring and tracking of pupils' progress are effective and information is used well to set challenging targets to improve standards further. Teachers' marking effectively informs pupils what is good and what they need to do to improve their work. However, this work is not consistent throughout the school in all subjects.

## Leadership and management

### Grade: 2

There is a strong leadership team that is giving the school a clear sense of direction and a good momentum for further improvement. Some of those who have leadership and management responsibilities are relatively new to their roles, but are already beginning to make an impact. Teaching is monitored rigorously and clear feedback is given, helping to maintain consistently good provision. There are robust procedures to track pupils' progress and evaluate the work of the school. Findings are presented incisively and data are interpreted effectively. Leaders have a good understanding of the key priorities for making provision even better, which is reflected in the school's carefully compiled strategic plans. They know the local community well, responding positively to the different groups, and providing a good range of support and services, including English classes for parents. Pupils have a good knowledge of other communities, both in this country and abroad. The school thus promotes community cohesion effectively. It is resourced well, although it needs to develop a library to promote reading and independent learning.



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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?	1
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?	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?	1
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?	2
The standards <sup>1</sup> 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

<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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	1
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?	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

**Annex B**

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

23 June 2009

Dear Pupils

Inspection of Springfield Community Primary School, London, N16 6DH

We enjoyed visiting your school and finding out all about it. We agree with you that it is a good school. Here are some things it does well.

- You make good progress in your work.
- The teaching is good and makes learning enjoyable.
- Your behaviour is good and you miss very little school.
- You take plenty of exercise and know all about keeping healthy and safe.
- There are lots of clubs and visits for you to enjoy.
- The school cares for you well, especially if you have a worry.
- The school is led well, and is getting better all the time.
- Children in the Nursery and Reception classes get off to a good start in their schooling.

Most of you are now doing as well as we would expect, but some of you could do even better. We have asked your teachers to work with you to help you to gain the knowledge and skills you need, especially if English is not your first language. We are glad you find learning interesting, and enjoy using the mini-notebooks. We think it would be a good idea if you have more opportunities to use technology to help you in different subjects.

Thank you once again making us so welcome. Our best wishes for the future.

Yours faithfully

Mr N Butt

Lead Inspector