

# Springfield Junior School

## Inspection report

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Unique Reference Number	124657
Local Authority	Suffolk
Inspection number	340622
Inspection dates	17 and 18 September 2009
Reporting inspector	Derek Watts

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

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Type of school	Junior
School category	Community
Age range of pupils	7 - 11
Gender of pupils	Mixed
Number of pupils on the school roll	296
Appropriate authority	The governing body
Chair	Mr Roy Startup
Headteacher	Mr Michael Lynch
Date of previous school inspection	23 – 23 April 2007
School address	Kitchener Road Ipswich Suffolk IP1 4DT
Telephone number	01473 741300
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Email address	ht.springfield.j@talk21.com

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited twenty lessons and held meetings with governors, pupils and staff. They observed the school's work, its policies, teachers' plans, school improvement planning and they analysed questionnaires from parents, pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Provision and pupils' performance in writing including writing in other subjects
- Challenging the more able
- The factors contributing to the improvements in mathematics
- The school's recently revised curriculum

## Information about the school

Springfield is a larger than average junior school. Most of the pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is above average. A few pupils speak English as an additional language but these are not at an early stage of learning English. The headteacher took up the post in April 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

## Main findings

Springfield Junior has made good improvements since the last inspection. It is now a good school.

Leadership and management are well focused on raising standards and providing good quality provision. The relatively new headteacher has quickly gained the confidence and respect of pupils, parents and staff. He has already introduced improvements to assessment and to the curriculum. He is well supported by the deputy headteacher and other senior leaders. Teamwork among the staff is strong and there is a positive and professional commitment to making the school even better. Self evaluation is good and the school uses the findings to bring about improvements. Since the last inspection, teaching and pupils' achievement have improved from satisfactory to good. The school demonstrates a good capacity to improve further. Community cohesion is satisfactory and developing but opportunities provided are not yet having sufficient impact on pupils' understanding of cultures and lifestyles of the wider world. There are well thought out plans to tackle this.

Pupils make good progress from their average starting points and by the end of Year 6 standards are above average overall. Good teaching and pupils' very positive attitudes contribute to this good progress. Standards in writing are average but the school is taking positive action to bring about improvement. For example, there is outstanding practice that inspires pupils' writing through drama and role play. Pupils are also applying and developing writing effectively in other subjects. Leaders and managers are keen to share this practice so that the teaching of writing is of a high quality across the school. In the main, teachers use assessment well to match tasks to pupils' abilities and needs. As a result, all pupils, including higher attainers, are challenged well and their interest is maintained. Those who find learning difficult receive well targeted support and make good gains in their learning. The curriculum is interesting and exciting. It has recently been revised with interesting topics which capture pupils' interest and places greater emphasis on pupils acquiring and applying a range of skills. Clubs and visits have been increased and the interesting variety enriches pupils' learning and enjoyment.

Pupils' moral and social development is extremely well developed. The behaviour of pupils and the high quality relationships are key strengths of the school. Pupils thrive in the school's very positive atmosphere. They adopt healthy lifestyles and feel safe. Pupils' knowledge and understanding of different cultures are less well developed. Pupils thoroughly enjoy their learning and are well prepared for the next stage of

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their education.

### What does the school need to do to improve further?

- Raise standards in writing to above average by the end of Year 6 by sharing and extending the outstanding teaching of writing more widely throughout the school.
- Extend opportunities to promote pupils' understanding of different cultures and lifestyles in the global community as identified in the school's planning.

### Outcomes for individuals and groups of pupils

2

Most year groups enter the school with broadly average attainment. Provisional national test results for 2009, pupils' work and lesson observations indicate that by the end of Year 6 standards are above average in reading and mathematics. Standards are average in writing but writing is improving because of the strategies implemented by the school. Overall, pupils enjoy school and achieve well.

In lessons, higher attaining pupils are challenged well. Accurate assessments and good planning result in more pupils attaining the higher than average Level 5 by the end of Year 6. Pupils who need additional support, particularly with literacy and numeracy make good progress because activities are well tailored to their needs and they receive good support from teaching assistants.

Pupils feel safe at school and are very well cared for by the staff. Their behaviour in lessons and around the school is often exemplary. This is because all staff have established high expectations and high quality relationships with the pupils. Pupils show a good understanding of how to lead a healthy lifestyle. They eat healthily and take regular exercise. Pupils are well prepared for their economic well-being because they are making good progress in reading, numeracy and information and communication technology (ICT). Their skills of collaboration and teamwork are extremely well developed. Attendance levels are above average. Pupils make a good contribution to the school community by taking on additional responsibilities. Their contribution to the wider community is satisfactory.

#### *These are the grades for pupils' outcomes*

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance <sup>1</sup>	2
The extent of pupils' spiritual, moral, social and cultural development	2

## How effective is the provision?

Teachers plan lessons well. They effectively share the purpose of these with the class, so that pupils know what they are expected to learn. Teachers are enthusiastic and have good subject knowledge. Pupils are inspired, motivated and are keenly interested in their learning. As the pupils rightly commented about their teachers and their learning, 'Lessons are exciting' and 'Teachers are helpful and do a lot for you'. Teachers' explanations and instructions are clear and informative. Questioning is used very well to challenge the pupils' thinking and to check their understanding of new work. Just occasionally, tasks are not sufficiently well matched to pupils' needs and learning slows.

In two outstanding writing lessons in Year 3, pupils were inspired to write interestingly after participating in high quality drama and role play. In one lesson, pupils had excellent opportunities to explore their feelings, emotions and motives as if they were sailors about to embark on Magellan's voyage. In pairs, they discussed their views and expressed apprehension, excitement and fear. In another lesson, the teacher was an animated and costumed Christopher Columbus. Pupils asked their special guest questions about his adventures and discoveries. Armed with new knowledge and plenty of ideas, pupils wrote imaginative and impressive diary entries about their voyage and other events.

The curriculum promotes good progress and makes a good contribution to pupils' personal development. Good opportunities to engage in investigative and problem solving work have contributed to the above average standards in mathematics. The school is developing good links between subjects, which add meaning, relevance and enjoyment to pupils' learning. Pupils are using ICT well to support their learning in other subjects. The good range of clubs, visits and visitors are much appreciated by pupils and their parents. The school has been imaginative and proactive to ensure that a wide range of activities are available to all pupils. For example, a recent fishing club for children and their parents has proved very popular. The teaching of French contributes well to pupils' language development.

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*These are the grades for the quality of provision*

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

### How effective are leadership and management?

Leadership and management are firmly focused on improvement. An enthusiastic headteacher brings good experience to the school. The changes he has brought about have been well received. He is well supported by the deputy headteacher and a recently formed senior leadership team. There is a very positive school climate from pupils to learn and staff to work. Good partnerships have been formed with parents and carers. Parents acknowledge the improvements made and are impressed with the new headteacher's approach.

The school's performance is systematically reviewed and findings are used well to plan and bring about needed improvements. Through effective monitoring and development of teaching, the headteacher and deputy have a good overview of the quality of teaching. Some key subject leaders are new to their post and have not had the opportunity to support teaching and learning in their subjects. The school has plans to address this and to provide opportunities for teachers to observe and share outstanding practice, particularly in writing.

There are effective procedures to ensure that pupils are protected and safeguarded at school. Equality is promoted well by staff and governors and effective steps are taken to tackle discrimination. Effective partnerships are being built with the partner infant school and a small rural primary school. The school has a good understanding of the community it serves. Global partnerships and links with the wider community are being formed but this work is in early stages and is not fully impacting on pupils' knowledge and understanding of different cultures and life in the wider world.

The governors are supportive and hold the school to account. They have a clear understanding of the school's performance. The governors have successfully appointed a headteacher with the professional experience and qualities to move the school on further.

*These are the grades for leadership and management*

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

## Views of parents and carers

About 20 percent of parents returned the questionnaire. Parents and careers hold positive views about the school. They are particularly pleased with their children's enjoyment, their safety and the quality of teaching. A number of parents wrote comments about the new headteacher and the following were typical, 'Very pleased with the headteacher and believe that he will continue to move the school forward', 'The school has improved a great deal since the new head' and 'Very happy with the new head'. The inspectors agree with these views.

A few parents do not feel that the school helps them enough in supporting their child's learning. The school is involving parents more in their children's learning and is keen to build on this.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Springfield Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 296 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	60%	22	39%	0	0%	0	0%
The school keeps my child safe	27	47%	27	47%	1	2%	0	0%
The school informs me about my child’s progress	18	32%	29	51%	3	5%	1	2%
My child is making enough progress at this school	18	32%	31	54%	4	7%	0	0%
The teaching is good at this school	24	42%	28	49%	2	4%	0	0%
The school helps me to support my child’s learning	12	21%	36	63%	5	9%	0	0%
The school helps my child to have a healthy lifestyle	20	35%	32	56%	1	2%	1	2%
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	33%	29	51%	4	7%	0	0%
The school meets my child’s particular needs	18		34	60%	3	5%	0	0%
The school deals effectively with unacceptable behaviour	12	21%	38	67%	3	5%	0	0%
The school takes account of my suggestions and concerns	12	21%	38	67%	2	4%	1	2%
The school is led and managed effectively	24	42%	30	53%	0	0%	0	0%
Overall, I am happy with my child’s experience at this school	29	51%	24	42%	1	2%	0	0%

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



21 September 2009

Dear Pupils

Inspection of Springfield Junior School, Ipswich, IP1 4DT.

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a good school. There have been good improvements since the last inspection.

These are the main strengths of the school.

- You really enjoy school and your attendance is good.
- Good teaching enables you to learn well.
- Your school is a friendly and very pleasant place to learn in.
- Behaviour is outstanding and you get on very well with others.
- A good range of learning activities is provided, including clubs and visits.
- You have a good understanding of how to keep healthy and safe.
- Staff take good care of you and provide good support.
- The school is well led by your new headteacher and he receives good support from other senior staff.

There are two areas the school has been asked to look at and make further improvements.

- Some of you could reach higher standards in writing and the school is keen to spread the outstanding teaching in this area.
- Extending partnerships with overseas organisations to increase your knowledge and understanding of different cultures and the international community. The school has clear plans for this to happen.

Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours faithfully,

Derek Watts

Lead inspector



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