

# Springfield First School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 125967           |
| <b>Local Authority</b>         | West Sussex      |
| <b>Inspection number</b>       | 340884           |
| <b>Inspection dates</b>        | 6–7 October 2009 |
| <b>Reporting inspector</b>     | Barnard Payne    |

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

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|--|---|
| <b>Type of school</b>                      | First   |
| <b>School category</b>                     | Community   |
| <b>Age range of pupils</b>                 | 4–8   |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 178   |
| <b>Appropriate authority</b>               | The governing body                                    |
| <b>Chair</b>                               | Andy Sleight  |
| <b>Headteacher</b>                         | Valerie Lavender                                      |
| <b>Date of previous school inspection</b>  | 3 January 2007  |
| <b>School address</b>                      | Sackville Road<br>Worthing<br>West Sussex<br>BN14 8BQ |
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and a group of pupils. They observed the school's work, and looked at the school improvement plan, the school's records of the monitoring of teaching and school data showing the progress of pupils. Inspectors also analysed 132 parental questionnaires.

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

- achievement in mathematics throughout the school to determine whether the school's focus on mathematics is leading to consistent progress
- achievement in writing to assess any differences between groups and the progress since the last inspection.

## Information about the school

Most pupils attending this smaller than average school are from White British backgrounds. A few start school having acquired very little English. The proportion of pupils with special educational needs and/or disabilities is a little above average. Their special needs include behavioural, emotional and social difficulties and a group who start school with underdeveloped physical skills. The school has achieved several awards, including Healthy School and Activemark. The school manages a wide range of after-school clubs, some of which are provided by external partners.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

The overall effectiveness of the school is outstanding. It has successfully maintained high standards and continues to improve its provision. The key to its success is summed up by a parent who writes, 'This school has a wonderful atmosphere about it. My child loves coming to school each day. As a parent I feel involved in the school and the teachers are very approachable.' Many children start school with skills and experiences below those expected for their age. They have an excellent start in Reception, making rapid progress. This enables them to start Year 1 with the skills they need and their attainment by the end of Year 3 is high. They make particularly impressive progress in reading and writing. Attainment in mathematics is above average, but the school has not quite matched its rate of improvement to that achieved in reading and writing. Pupils are keen to do well and work at a good pace in lessons. Pupils with special educational needs and/or disabilities do exceptionally well due to the school's deployment of support staff, including learning mentors.

Because the school works so successfully with a wide range of external partners, it is able to provide a very rich variety of learning experiences for pupils and this makes a significant contribution to their development of the skills that will help them in the future. In addition to acquiring literacy and numeracy skills at a high level, they regularly develop their skills in information and communication technology. There is very high take up for after-school clubs. Pupils adopt healthy lifestyles through enthusiastically taking part in physical activities which cover a wide range of sports. They learn to be reflective, mix well and build constructive relationships. They respond very well to their teachers and other adults. One commented, 'This school is great ' the teachers are kind.' As junior governors, pupils have a voice within the school and their views are taken into account. Pupils are very well cared for and always feel very safe in school. Teaching is good and staff make effective use of assessment to help pupils learn. This has been particularly effective in writing. The school analyses pupils' individual progress well, but its current system does not allow the progress of groups to be tracked easily. This makes it more difficult for teachers to plan for different groups, although this is largely compensated for through the highly effective use of support staff who work with small groups and individuals. Work is in hand to remedy this; the school has invested in suitable computer software and is carrying out staff training.

The school has maintained outstanding performance since its last inspection. It has continued to improve its provision and has excellent capacity for sustained improvement. The leadership team and governors have high ambitions and successfully involve all staff in sharing these and driving improvement. The school is outward looking and has been highly effective in engaging with parents and external partners. This has a

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significant impact on pupils' progress and their well-being. The school makes excellent use of its staff and resources and achieves outstanding value for money.

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

- Raise pupils' attainment in mathematics to bring it in line with reading and writing by:
  - sharing the best practice in the school, for example by providing demonstration lessons
  - making more effective use of progress data to target support for specific groups
  - setting individual targets for pupils in mathematics
  - creating a portfolio of assessed mathematics work for each pupil, similar to those in place for writing.
- Improve data management and analysis to gain a clearer picture of the progress of different groups by:
  - establishing an electronic system
  - developing its use across the whole school
  - using the system to reveal the relative progress of each group of pupils.

## Outcomes for individuals and groups of pupils

**1**

Attainment in reading is consistently high and the school has focused particularly on improving writing. Clear targets for writing enable pupils to make progress at a fast rate. In the assessments at the end of Year 2, attainment in writing is significantly above the national average and the school has increased the number of pupils achieving higher levels. The school has accurately identified girls' attainment in mathematics as lower than boys' and has devised well-considered actions to bring about improvement. Pupils have highly positive attitudes to school. Attendance is above average. Those joining the school with underdeveloped physical skills make excellent progress because they have many opportunities to take part in physical activities. Pupils learn to undertake tasks independently and work well together. They apply themselves diligently and work best where the pace is brisk and they are actively involved. In a lesson where pupils considered their 'dream school', they discussed ideas together and recorded them; they were animated and keen to respond. Occasionally, their attention lapses, particularly where an activity lasts too long. This is why overall, their learning in lessons and their behaviour are good rather than outstanding. The reason for outstanding learning and progress by pupils with special educational needs and/or disabilities is the highly effective, targeted support they receive. This support is tied to individual education plans that are very specific to needs and are clear to pupils and parents. Pupils from all groups share the school's values and mix with children from backgrounds very different to their own. Those with behavioural, emotional and social difficulties learn to build

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positive relationships.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The school is highly organised and welcoming. Staff develop an excellent knowledge of children and their families. The most vulnerable receive a high level of guidance and targeted support. The school picks up pupils' problems early and is very quick to involve outside agencies where appropriate. Well-trained learning mentors carry out detailed assessments in order to identify the most effective action to help each pupil. Teachers plan activities that engage pupils effectively. The great majority of teaching ensures good progress. Teachers know their subjects well and make consistently good use of new technologies. In an outstanding mathematics lesson, the teacher used a special video camera designed to display documents and objects onto a screen, which enabled the whole class to see one pupil's innovative way of solving a problem. Teachers are clear in their explanations to ensure pupils understand. They make good use of assessment, although sometimes there is insufficient focus on the needs of those with different levels of ability. Pupils know how well they are doing and teachers involve

<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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them in self-assessment. The school provides rich opportunities for pupils to develop a very wide range of skills and interests, ranging from French to karate. The take-up for after-school clubs shows that pupils of all abilities and backgrounds are involved. The school has significantly broadened its capacity to provide such opportunities through working with a variety of partners. Major investments in information and communication technology have increased access and improved pupils' capabilities. The school is working with a local secondary school to develop this.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>1</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

**How effective are leadership and management?**

The school has a record of sustained improvement. It sets itself challenging targets and is clear about how to achieve them. The school's leaders share a strong sense of purpose and deep commitment to pupils and their families. Staff fully share this. They are proud to be at the school and feel valued. They are clear about what the school is setting out to achieve and feel fully involved. The leadership team has ensured teachers use a wide range of strategies and resources effectively to make lessons interesting and fun. However, teachers lack sufficiently clear guidance on consistently providing different levels of challenge for each group in lessons. Governors are fully committed and have a secure knowledge of the school. They have ensured that the rigorous safeguarding of pupils is given a high profile. Engagement with parents is led very effectively by the headteacher. She leads the staff in building highly positive relationships, starting each day by greeting parents as they bring their children to school. The school shows an outstanding commitment to promoting equality of opportunity and tackling discrimination, particularly in deploying high quality support where pupils are most in need. For example, it carefully monitors the experiences of those pupils eligible for free school meals, all of whom attend at least one after-school club, due to the school's support. The school makes a strong contribution to promoting community cohesion through its work with parents and the wider community. Relationships between pupils and the school's ability to involve parents show its success. The promotion of community cohesion is good rather than outstanding because the school is still in the process of evaluating the full impact of its work in order to identify the action to take next.

*These are the grades for leadership and management*

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|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>1</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>1</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>1</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>1</b> |

## Early Years Foundation Stage

Children enter the school with skills and experiences generally below those expected for children of their age, particularly their communication, language, literacy and social skills. They make outstanding progress in all areas of learning so that the vast majority reach the expected standards by the time they enter Year 1, and a significant number exceed them. The reason children make such good progress is that excellent organisation, with well-established routines, ensures both parents and children are clear about expectations. Planning is thorough and used consistently well by all staff. It is designed to meet the needs of all children, with an excellent balance between activities that children choose for themselves and those led by adults. The highly effective arrangements for children starting school result in outstanding relationships with families. Leadership and management are systematic and include successful support for parents to improve their own confidence and harness their skills in teaching their own children. Resources are stimulating, carefully prepared and motivate children, leading to a high level of enjoyment. Welfare requirements are rigorously met.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>1</b> |
| Taking into account:<br>Outcomes for children in the Early Years Foundation Stage  | 1        |
| The quality of provision in the Early Years Foundation Stage                       | 1        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1        |



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## **Views of parents and carers**

The overwhelming majority of parents say that their children enjoy school, feel safe and are progressing well and that the school deals effectively with any unacceptable behaviour. Almost all feel the school is led and managed effectively and are happy with their child's experience and that teaching is good. Also, they feel that the school helps their children have a healthy lifestyle and they are well prepared for the future. Most feel well informed about their children's progress and feel their children are making enough progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Springfield First 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 100            | 76 | 27    | 21 | 2        | 2 | 0                 | 0 |
| The school keeps my child safe  | 106            | 81 | 26    | 20 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 78             | 59 | 44    | 33 | 6        | 5 | 0                 | 0 |
| My child is making enough progress at this school   | 73             | 55 | 49    | 37 | 5        | 4 | 0                 | 0 |
| The teaching is good at this school   | 92             | 70 | 38    | 29 | 0        | 0 | 1                 | 1 |
| The school helps me to support my child's learning  | 90             | 68 | 37    | 28 | 5        | 4 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 95             | 72 | 35    | 27 | 0        | 0 | 1                 | 1 |
| 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) | 82             | 63 | 35    | 27 | 1        | 1 | 0                 | 0 |
| The school meets my child's particular needs  | 80             | 61 | 44    | 33 | 3        | 2 | 1                 | 1 |
| The school deals effectively with unacceptable behaviour  | 71             | 54 | 51    | 39 | 4        | 3 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 68             | 52 | 54    | 41 | 2        | 2 | 1                 | 1 |
| The school is led and managed effectively   | 91             | 69 | 37    | 28 | 2        | 2 | 1                 | 1 |
| Overall, I am happy with my child's experience at this school   | 100            | 76 | 31    | 24 | 1        | 1 | 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 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          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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 pupil's 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.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 October 2009

Dear Pupils

Inspection of Springfield First School, Worthing BN14 8BQ

Firstly, thank you very much for making us so welcome when we visited your school. Thank you for completing questionnaires and for talking with us so that we know how you feel about your school. We agree with you that Springfield is an outstanding school. It provides you with excellent opportunities and it is really good to see so many of you joining clubs after school and taking part in sports and other activities. This is what we learned about your school:

- you reach high standards, particularly in reading and writing
- you learn well because you feel really safe and very well cared for and your teachers and other staff support you well.
- you behave well and like lessons where you play an active part.
- you really understand how to stay healthy.
- you learn to take responsibility and some of you are junior governors.
- you get on very well together.

The school is doing very well, but even so there are some things it could improve. We have agreed with the school that this is what it should do:

- raise your work in mathematics to an even higher level so that you do as well in mathematics as you do in reading and writing and we have suggested several ways they might do this
- make it easier to see how much progress each group in the school is making. The school can do this using information and communication technology.

You can help by setting yourselves targets in mathematics. Most of all, be proud of your school and make sure you take part in all the activities you can.

Yours faithfully

Barnard Payne

Lead inspector

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