

Springfield Christian School

Independent School

Inspection Report

DCSF Registration Number	2096362
Unique Reference Number	132110
Inspection number	2096362
Inspection dates	22 June 2009
Reporting inspector	Sandra Teacher

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005). The inspection of childcare was conducted under Section 49(2) of the Childcare Act 2006.

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Alexandra House
33 Kingsway
London WC2B 6SE
T 08456 404040

www.ofsted.gov.uk



Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of registered provision¹ was conducted under Section 49(2) of the Childcare Act 2006.

This was a light touch inspection (LTI) which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Springfield Christian School is located in Catford in south east London. It is an independent co-educational day school for pupils aged between two and a half and 11 years. The school has a nursery attached and provides full day care and out of school care. There are 93 pupils on roll. Of these, 31 are in the Early Years Foundation Stage and four who are still under three years.

A central school aim is the 'training of the child to have faith in God, whilst encouraging the highest standards in academic and extra curricular pursuits within a friendly and supportive community.' The previous Ofsted inspection took place in 2007.

Evaluation of the school

The strong Christian ethos supports the fulfilment of Springfield's aims, and since its inception the school has continued to develop and now offers a good quality of education. It is a happy school where pupils enjoy their education and achieve success in both academic and personal development. A good curriculum and consistently good teaching enable all pupils to make good progress. The spiritual, moral, social and personal development of the pupils is good, as is the provision for their care and welfare. The provision for those in the Early Years Foundation Stage is satisfactory because at times, the limited accommodation, particularly for the Reception class, hampers progress. The school has worked effectively to implement the recommendations from the last inspection and it now meets all the regulations.

¹ Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

Quality of education

Since the last inspection the quality of the curriculum for pupils in Key Stages 1 and 2 has improved and this is now good. The provision for children in the EYFS is satisfactory. The curriculum meets the needs of most pupils well and includes experiences in all the required areas of learning. It is broadly based on the National Curriculum with particular strengths in English and mathematics. Art is becoming a strength of the school and pupils expertise can be seen through the imaginative displays of their work. There are effective links between subjects, for example, developing mathematical skills through information and communication technology and developing literacy skills in history and geography. Pupils enjoy the contributions of a wide range of visitors to the school; visits, such as those to London Metropolitan Archives further enhance their learning. The limited accommodation restricts regular exercise for pupils on a daily basis, although physical education takes place off site.

Personal, social and health education is taught in an exciting way, and pupils learn about the importance of recycling through making papier mache models. The parents appreciate the work of the school, and in particular the wrap-around care facilities, which enrich the curriculum through activities such as music, drama and additional sports. Good partnerships between parents and the school support the curriculum and parents are given good advice about how to help their children, such as ensuring that they get to bed on time.

The quality of teaching and assessment is good overall and satisfactory in the Early Years Foundation Stage. Lesson planning is securely based on longer term planning, with clear learning outcomes shared with the pupils.

The teachers successfully establish, by their gentle and encouraging manner, a calm, purposeful and respectful atmosphere. The small classes enable the teachers to provide good support for individuals and allow pupils to work at their own pace. Pupils with learning difficulties are supported well. The teachers' questioning is effective, with a range of different pupils invited to reply, and plenty of time is given for them to think and to respond. The new small computers are being used effectively by all the pupils to provide an added dimension to their learning; these have brought good results.

Pupils are making good progress, especially in English, mathematics and science. This is borne out by the good quality of work produced in these areas. For example, younger pupils know all about the characters, plots and settings in the stories they read.

Very good relationships exist between the staff and pupils and between the pupils themselves. The pupils say they feel very safe and comfortable in the classroom; this is because staff and pupils all know each other so well. Pupils concentrate and behave well. They are keen to learn, but teaching occasionally misses opportunities for them to be given more responsibility for their learning and helped to develop more individual, critical thinking skills. The marking is regular and usually contains comments on the quality of work and the amount of effort expended but does not

consistently tell pupils what they need to do to improve. The school is implementing new assessment procedures which enable pupils to self assess, as well as set clear targets for improvement.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is good from the Early Years Foundation Stage onwards and is a strength of the school. There is a friendly, welcoming atmosphere and pupils say that they are happy and enjoy their school life; this is shown by their high attendance. As one pupil commented 'I like everything about school', while another wrote 'I like all the visits.' This was also confirmed by parents in the pre-inspection questionnaire, who were very positive about the school.

Pupils feel safe and well cared for by the kind and caring staff who provide excellent role models. Instances of bullying are rare and pupils confirm that these are dealt with swiftly by the staff. There are planned programmes to enrich pupils' spiritual awareness with regular assemblies, which include enthusiastic hymn singing and visual enactments of Biblical stories. Moral education is strong and younger pupils are very clear about Goldilocks' naughty behaviour, when she broke into the bears' house.

Pupils' behaviour is good. They are encouraged to be kind and courteous to each other and the older pupils are careful to ensure that younger ones are included at playtimes and use the play equipment sensibly. Although, space is very limited, pupils play well together in the play area and follow the simple school rules. There is a strong feeling of 'belonging' to the school. Pupils are eager to gain recognition for their efforts both to work hard and to behave well and be a source of pride to themselves and their parents. Pupils are encouraged to be aware of the needs of others and there is regular fund raising for both local and national charities. They make a strong contribution to their own community through their roles, such as prefects and school councillors, and have arranged for a 'suggestion box'.

Pupils of all backgrounds mix well together and their cultural awareness is further enhanced through regular, planned activities such as weeks with a focus on 'food from other countries'. However, the school agrees that an area for future work would be the study of the diverse local community in Catford.

Pupils talk with excitement about their saving accounts which together with their personal skills and their awareness of public institutions prepare them well for later life.

Safeguarding pupils' welfare, health and safety

Provision for safeguarding the welfare, health and safety of pupils is good. It is satisfactory in the Early Years Foundation Stage. The school has devised and implemented effectively a wide range of policies to ensure the safety of the pupils, for example in relation to anti-bullying, first aid, safeguarding procedures and health

and safety on visits outside school. Activities both in school and on visits are carefully assessed for risks. The school is vigilant about fire safety and conducts regular fire drills, which younger pupils are keen to describe.

Staff hold appropriate first aid qualifications and accidents are recorded carefully. All staff have received up-to-date training in safeguarding procedures. Pupils are encouraged to eat healthily and they work with the cook to decide on the menus. The school has checked all staff for their suitability to work with children and records the information on a single central register. They have devised an accessibility plan to meet their duties under the Disability Discrimination Act 2002.

Effectiveness of the Early Years Foundation Stage

Provision is satisfactory because, the Early Years team has not yet fully embraced the Early Years philosophy of purposeful play. This means that whilst children achieve well in their mathematical development and communication, language and literacy because of the focus given to these activities by staff, in child initiated activities, achievement is satisfactory. The curriculum covers the full range of experiences but the planning is insufficiently precise enough to identify the purpose of the activity.

Nursery children are enthusiastic about their work and play together in a friendly fashion. When the tasks are challenging and stimulating, this is also true of the Reception children. However, because some activities lack purpose or sufficient challenge, older children become disengaged by the activity and misbehave. Staff are committed to the children in their care, know the children very well and have good relationships with them. They use praise effectively to foster children's confidence. They observe and assess children's progress carefully but use of this information is ineffective in planning the next steps in the children's learning. Whilst the setting is safe, welfare requirements are not better than satisfactory because the 'home-base' for older children is cramped. This limits the range of activities available at any one time. Resources too are limited so that there is not a rich range of books, magnifying glasses etc to support the 'mini-beast' project. Leadership and management are satisfactory because there are currently limited opportunities for the leader to observe across the setting.

Compliance with regulatory requirements

- The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- Provide further opportunities for pupils to take initiative and more responsibility for their learning.
- Give pupils a greater awareness of the diverse culture in the local area.

Early Years Foundation Stage

- Ensure play opportunities are more focused and children understand why they are doing them.
- Make the link between ongoing assessment and taking the next steps in their learning.

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
--	--	---	--	--

The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?			√	
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		√		
How good are the personal development and well-being of children in the Early Years Foundation Stage?			√	
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?			√	
How effectively is the provision in the Early Years Foundation Stage led and managed?			√	
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?			√	

School details

Name of school	Springfield Christian School		
DCSF number	2096362		
Unique reference number	132110		
EY URN (for registered childcare only)	EY299434		
Type of school	Faith		
Status	Independent		
Date school opened	1999		
Age range of pupils	2-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 46	Girls: 47	Total: 93
Number of pupils aged 0-3 in registered childcare provision	Boys: 2	Girls: 2	Total: 4
Annual fees (day pupils)	£4710		
Annual fees (childcare)	£6370		
Address of school	145 Perry Hill Catford London SE6 4LP		
Telephone number	020 8291 4433		
Fax number	020 8314 4283		
Email address	admin@springfieldsch.co.uk; info@springfieldsch.co.uk		
Headteacher	Mr B Oludimu		
Proprietor	Mr B Oludimu and Mrs E Oludimu		
Reporting inspector	Sandra Teacher		
Dates of inspection	22 June 2009		