

Springfield Primary School

Lawton Drive, Bulwell Hall Estate, Bulwell, Nottingham NG6 8BL

Inspection dates

9–10 December 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although leaders are improving the quality of teaching, it is not yet consistently good.
- There is some variation in how well teachers match work to the range of ability in the class.
- Sometimes, tasks are not sufficiently interesting or challenging to motivate pupils to do their best.
- Not all teachers consistently implement the school's handwriting policy and expect pupils to present their work well.
- Teachers do not make sure that pupils use what they learn about grammar, punctuation and spelling consistently well in their writing.
- There are not enough opportunities for pupils to use their mathematical skills in a range of ways.
- Pupils, including the disadvantaged pupils and the disabled or those with special educational needs, do not always make enough good progress in reading, writing and mathematics to reach the standards expected for their age by the end of Year 6.
- Leaders do not always have a clear overview of the progress and attendance of specific groups of pupils.

The school has the following strengths

- Leaders, including governors, set clear priorities. They have good systems to help teachers to improve their work. This is having a positive effect on the amount of progress pupils are now making.
- The school is a happy place. Behaviour is good. Pupils say that they feel safe because the school's work to keep them safe is effective.
- Staff provide a high level of care for pupils that supports them well.
- The interesting curriculum promotes pupils' spiritual, moral, social, cultural and personal development well.
- Children in the early years make good progress because teaching is good.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching by making sure that teachers consistently:
 - provide tasks that are well matched to the range of ability in the class
 - set interesting and challenging activities so that pupils are fully motivated to do their best
 - have high expectations of the quality of work in pupils' books and implement the school's handwriting policy more fully.

- Improve outcomes for pupils, including those who are disabled or have special educational needs and those who are disadvantaged, by:
 - providing more opportunities for pupils to use their mathematical skills
 - making sure that pupils use what they know about grammar, punctuation and spelling consistently well in their writing.

- Strengthen leadership and management by streamlining existing systems to check the learning and attendance of specific groups of pupils more efficiently.

Inspection judgements

Effectiveness of leadership and management is good

- Through a time of staff changes, leaders have maintained a clear focus on improvement. They systematically check the quality of teaching and identify what needs to improve. They recognise staff expertise and share best practice within the school. They provide staff with the training and support they need to do their jobs well. As a result, the quality of teaching is improving strongly.
- Leaders have good systems for checking how well each pupil is doing, reflecting their commitment to helping every pupil to succeed. They identify those who need extra help and evaluate how well those who join mid-year are doing. Leaders use this information regularly to raise teachers' expectations of what pupils should achieve. Consequently, outcomes for all groups of pupils are improving. However, systems used by leaders do not always enable them to check on the learning and attendance of specific groups of pupils efficiently.
- Leaders, including those responsible for subjects, create a positive ethos for learning, and introduce new approaches to help move learning forward. For example, re-organisation of the teaching of phonics (the sounds that letters represent) and a consistent approach to the teaching of number facts and the teaching of reading is accelerating pupils' progress in these subjects.
- Support offered by the local authority is effective in helping the school to confirm its work and ensure that assessments carried out in the early years are accurate.
- The headteacher puts the well-being of pupils and staff at the core of the school's work, and positive relationships flourish. A high level of support is provided for those pupils whose circumstances may make them vulnerable. Newcomers are welcomed and extra help quickly provided for those who speak little or no English when they arrive.
- There is a consistent approach to helping pupils to understand the importance of good behaviour. As a result, behaviour is good and pupils have positive attitudes to school.
- Leaders use the pupil premium funding well to meet the needs of individuals. The positive effect on pupils' personal development, attendance and enjoyment of school lays the foundations for disadvantaged pupils to learn successfully. Improvements in the quality of teaching means that the attainment of these pupils is rising but leaders recognise that helping them to do as well as other pupils nationally continues to be a key priority.
- The curriculum is well organised and checked frequently to make sure it promotes learning effectively. It is supported well by a range of extra-curricular activities, trips and visitors, which widen pupils' experiences and understanding. The sports funding is used effectively to develop pupils' skills and talents under the guidance of sports coaches, enhancing pupils' enjoyment and aiding their social and physical development.
- Leaders place a strong emphasis on key values and raising pupils' aspirations. As a result, pupils know about important places and leading figures in Britain. They meet local sports personalities who help them to understand the determination and training required to do well. Pupils learn about various faiths through assemblies and visits. Voting for the school's 'Top 6' values involves pupils in understanding fairness and raises their awareness of respect and tolerance of others, which prepares them well for life in modern Britain.
- **The governance of the school:**
 - is effective. Governors know the school well and are supportive of staff. They are committed to continued improvement and are clear about the school's priorities. They visit frequently and know how the school's work promotes key values and positive outcomes for pupils. Governors know how well teachers and pupils are doing because they check information about progress regularly. They ask relevant questions to check on the impact of any spending and they know what effect the pupil premium funding has on pupils' well-being and achievement. Governors forge positive links with parents and the community. They carry out their responsibilities well and ensure the regular review of policies.
- The arrangements for safeguarding are effective. The school works well with parents and community agencies, such as the local police, to keep pupils well informed about how to be safe and to support them should any concerns arise. Staff receive relevant and regular training. Vetting procedures for adults who work with children are thorough and systems are well maintained. Leaders, including governors, carry out frequent checks to minimise any potential risk.

Quality of teaching, learning and assessment requires improvement

- Although the quality of teaching is improving, there are still some inconsistencies. There is some variation between classes in how well teachers match work to the range of ability. This affects the amount of progress pupils make. Sometimes, the work is too hard and pupils struggle to understand it or it is too easy and does not build well upon what pupils, including the most able, already know and can do.
- There are some good examples of well-presented work but teachers do not consistently insist upon a good level of presentation in books. Pupils practise handwriting and spelling, punctuation and grammar skills but teachers do not always expect them to use what they learn in their everyday writing.
- Teachers do not always motivate pupils to reach their full potential. The best learning occurs when pupils are fully engaged and interested. For example, during the inspection, in mathematics pupils were set the challenge of using their knowledge of percentages to break an imaginary computer hacker's system. They persevered well with the task because they enjoyed it and could see the point of their learning. However, the extent to which pupils are motivated to learn varies from class to class
- In mathematics, teachers do not always provide a wide enough range of ways for pupils to practise and consolidate their skills. This means that pupils do not fully understand concepts because they do not have enough opportunity to apply what they know.
- A significant improvement since the previous inspection is the way in which teachers mark pupils' work. All use a consistent approach, which pupils understand and which helps them to improve. Teachers pick up misconceptions well during lessons and make sure that pupils know what to do and what they need to achieve by the end.
- Teachers expect pupils to write for a range of purposes in various subjects, often when learning about others, past and present, in Britain and abroad. They provide pupils with a variety of reading materials and use stories as starting points for the development of more complex skills. For example, during the inspection, pupils in Year 6 showed good levels of understanding when drawing information from a class book set in a different era.
- Staff promote good behaviour consistently well. Teaching assistants work very well with pupils of all abilities, including disabled pupils and those who have special educational needs. They build very positive relationships and play a key role in pupils' personal development. They provide a good level of support which helps pupils to work towards their personal targets.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good. Pupils develop confidence in their own abilities because staff give them the right level of encouragement. Pupils know how the school helps them to improve and those in Year 6 recognise that doing well will help them to succeed in later life.
- Pupils willingly take on responsibilities and participate enthusiastically in a range of after-school activities. They strive to please their teachers and value the rewards they get for good behaviour and work. The 'Springy' characters on display around the school help pupils to recognise and remember key values such as cooperation and respect. Pupils are tolerant of each other and value their friendships.
- Pupils say that they feel safe. They understand how to keep themselves safe because this is addressed well by the curriculum. They know about different forms of bullying, including bullying that may occur when using technology. Pupils are helped by staff to overcome any problems they might have. Any incidents that do arise are thoroughly recorded and followed up.

Behaviour

- The behaviour of pupils is good. Pupils know the school's rules because they are consistently enforced by staff. Those pupils who find it difficult to behave well show marked improvement over time as they conform to the school's expectations. Staff are adept at helping these pupils to manage their behaviour.
- Pupils have positive attitudes to their learning and say that they enjoy school. They settle quickly to lessons and listen attentively. Pupils maintain the same levels of good behaviour with a range of adults, including when they participate in after-school activities.
- Attendance is improving and is currently average. The school's efforts to help parents to understand the importance of good attendance is paying off and the number of pupils who stay away frequently is reducing. The breakfast club provides a sociable start to the school day and helps pupils to be in school on time for lessons.

Outcomes for pupils

require improvement

- The good start that children make in the early years is not sufficiently well built upon as they move through the school so that they reach their full potential. Although there was a big improvement in the school's test results in 2015 and Year 2 pupils reached broadly average standards, Year 6 pupils did not reach the standards expected for their age because not enough made the expected or better progress.
- The school's performance information shows that, in 2015, during their time in Year 6, pupils made good progress but it was insufficient for them to catch up after a period of underachievement during their time in Key Stage 2. Work in books shows that the pupils who are currently in Year 6 are making good progress and that the downward slide in attainment has been arrested. As a result, pupils are now better prepared for their learning in secondary education than they have been previously.
- The most recent attainment information shows that, by the end of Year 2, the proportion of the most-able pupils who reached the higher levels was in line with that seen nationally. However, by the end of Year 6, the proportion reaching the higher levels was below average. The inspection found that when work provides sufficient challenge for these pupils, they make good progress. However, the amount of progress they make varies from class to class.
- Disabled pupils and those who have special educational needs make variable rates of progress in line with their peers. They make the best progress when work is well matched to their ability. There are some examples of these pupils making outstanding progress in their personal development and behaviour when they receive the right level of help and guidance
- By the end of Year 6 in 2015, most disadvantaged pupils made the expected progress in reading, writing and mathematics but not enough made better than expected progress in order to raise their attainment. As a result, in reading they were over three terms behind their peers and four terms behind other pupils nationally; in writing, four terms behind their peers and three terms behind others nationally; in mathematics, five terms behind their peers and four terms behind others nationally. As the quality of teaching is improving, the progress of these pupils is speeding up.

Early years provision

is good

- Children start in the early years with skills that are often much lower than those typically expected for their age. They make good progress in all areas of learning and especially in their personal development. This means that, by the time they enter Year 1, children are ready to settle to their learning although the levels they reach in literacy and mathematics are below those that are typical for their age.
- Children make good progress because teaching is good. Staff create a welcoming and bright environment, where children are encouraged to try things out for themselves. Tasks are interesting and promote literacy and an understanding of the world and people well. Good emphasis is placed on the teaching of phonics and the development of children's speaking and listening skills. Staff develop number skills through topics that children enjoy. For example, children quickly grasped the idea of counting back when deciding which house Father Christmas and Rudolph would visit next.
- Children settle quickly and are eager to try new activities. They behave well and safely because staff make their expectations clear and have due regard to children's welfare. Younger children of nursery age mix well with older reception-aged children for some activities with positive effect on their personal and social development. Children concentrate well and take an interest in their learning and each other.
- Leadership is effective. Leaders keep a close eye on children's progress. They collate evidence of children's work in well-maintained 'learning journals'. They make good use of any additional funding to make sure all children, including the disadvantaged, make good progress.
- Staff do much to involve parents in their children's learning and enjoyment of school. Leaders evaluate the effectiveness of the provision and have set ambitious targets for the children who are currently in the early years to make even better progress than previously.

School details

Unique reference number	122721
Local authority	Nottingham
Inspection number	10001807

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Mary Lawrence
Headteacher/Principal/Teacher in charge	Jane-Belinda Francis
Telephone number	0115 915 5769
Website	www.springfield.nottingham.sch.uk
Email address	admin@springfield.nottingham.sch.uk
Date of previous inspection	4–5 December 2013

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are of White heritage.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- A large majority of pupils are supported by the pupil premium. The funding is received for pupils who are, or have been, eligible for free school meals, or who are looked after by the local authority.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- An above-average proportion of pupils leave and join the school at times other than usual.
- The early years base provides for nursery and reception children. The younger nursery children attend part time. The older nursery children and the reception children attend full time.
- The school runs a daily breakfast club which is managed by the governing body.
- Since the previous inspection the school has experienced staff changes.

Information about this inspection

- The inspectors observed ten lessons, four of which were observed jointly with senior leaders, and one assembly. In all, eight members of staff were seen teaching.
- The inspectors looked at samples of pupils' work from all classes, spoke to pupils about their work during lessons and listened to pupils read. An inspector observed after-school activities and visited the breakfast club.
- The inspectors held meetings with pupils, governors, leaders and staff. An inspector spoke to a representative of the local authority.
- There were insufficient responses from parents to Ofsted's online questionnaire, Parent View, for inspectors to analyse. However, inspectors took into account responses to a questionnaire conducted by the school and spoke to parents during the inspection.
- There were insufficient responses to the questionnaire for school staff for inspectors to analyse.
- The inspectors observed the school's work. They looked at progress and attendance information, school improvement planning, evidence of the monitoring of teaching and documentation relating to safeguarding.

Inspection team

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