

Springfield Primary Academy

Springwood Crescent, Grimsby, North East Lincolnshire DN33 3HG

Inspection dates

17–18 July 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Cohesion in school improvement direction from school leaders, governors and the trust has resulted in strong teaching and good outcomes for pupils.
- The proportion of pupils reaching expected standards at the end of each key stage in reading, writing and mathematics is at least similar to, and sometimes better than, the national averages in these subjects.
- Many pupils make accelerated progress through key stage 1. The proportion of pupils working at higher standards increases from early years to the end of Year 2.
- The school's core values of care, collaboration and challenge permeate all aspects of school life and have a positive effect on the progress pupils make. Leaders are keen to develop this work further by supporting pupils in using their initiative, becoming more independent and developing their leadership skills.
- Good teaching in early years ensures that children make good progress through Nursery and Reception. Leaders have made a positive start to developing the outdoor learning areas. However, they know that opportunities to engage children in practising their reading and writing skills outdoors need developing.
- Pupils display positive attitudes to learning and are eager to please the adults in school. They are polite and enjoy talking about their learning. Their behaviour in classrooms and around school is very good.
- Pupils make good progress in most subjects that are delivered through the school's vibrant curriculum. However, although some aspects of British values are taught in assemblies and lessons, pupils' understanding of different faiths and cultures, and equality, is limited.
- Well-organised and effective support for pupils who have special educational needs (SEN) and/or disabilities and those who are disadvantaged results in pupils making good progress from their different starting points.
- The vast majority of parents and carers are very pleased with the quality of education and care their children receive.
- Safeguarding is effective because leaders have made sure that everyone knows, and is regularly updated on, the policies and procedures in place to keep pupils safe. Pupils are taught how to keep safe. However, leaders agree that further work is needed to ensure that pupils have a deeper understanding of the appropriateness of online applications.

Full report

What does the school need to do to improve further?

- Accelerate the progress early years children make in English, particularly those with lower starting points, by ensuring that the outdoor provision has plentiful opportunities to entice children to practise their reading and writing skills.
- Improve teaching and learning by ensuring that pupils are well supported in becoming independent learners in the classroom and in wider aspects of school life.
- Improve pupils' learning across a wider curriculum by middle leaders ensuring that the curriculum is designed to:
 - help pupils know how to make informed judgements when using the internet
 - improve pupils' knowledge and understanding of different faiths and cultures
 - give pupils opportunity to debate and discuss British values and current events, to deepen their understanding and support them in becoming good citizens.

Inspection judgements

Effectiveness of leadership and management

Good

- A successful relationship between school and trust leaders, ambition for improvement and efficient systems for checking and improving the quality of education have resulted in pupils at Springfield making good gains in their learning.
- The partnership with the Enquire Learning Trust has been fundamental in school improvement. The trust has empowered school leaders to make the necessary and right changes to the curriculum and how it is delivered. Excellent processes are now in place to identify, plan for and check on actions for improvement that are well understood by the staff team. The principal values opportunities to share and celebrate good practice, listens carefully to new ideas and supports staff well in implementing new strategies. Staff morale is high.
- Senior and middle leaders demonstrate a good understanding of their subject or area of responsibility. They know where strengths and areas for improvement lie because their systems for checking on, and evaluating, the quality of teaching and learning are extensive and thorough. These checks and evaluations relate directly to the school's main priorities for improvement. This means that leaders can confidently give regular, accurate updates about the effect of their work on the progress pupils are making. In addition, leaders use detailed assessment information effectively to identify where any pupil's progress and attainment are not strong enough and put support in place to address this.
- Leaders for pupils who have SEN and/or disabilities and pupils who are disadvantaged know these pupils well. They have made sure that efficient systems are in place to remove or reduce any barriers pupils may have to their learning and to check the progress they are making. Leaders support teachers and teaching assistants well in matching work carefully to pupils' needs, so that pupils make good progress from their starting points.
- The sport premium is directed well by leaders. It is used effectively to improve teachers' skills and confidence in delivering a variety of different physical activities and to increase pupils' participation in sessions and events.
- Leaders and staff say how much they benefit from the expertise within the trust and highlight the valuable opportunities they have to work with colleagues in other trust schools. This work has given leaders confidence in the implementation of a curriculum that makes effective links with English and mathematics as well as being dedicated to specific subject matter and vocabulary. Choices in homework projects and activities further embed this learning.
- A curriculum scheme is in place to support pupils in developing their spiritual, moral, social and cultural understanding. However, this is not effective in helping pupils develop a good knowledge and understanding of people's beliefs, faiths and cultures. It does promote equality and diversity well enough to ensure that pupils are well prepared for life in modern Britain.

Governance of the school

- Governors are proud of their role in school improvement. They understand their duties and how these are shared and delegated effectively between the local governing body and the trust.
- Governors use a range of evidence to underpin the challenge and support that they give to school leaders. This includes the receiving of timely attainment and progress information for all pupils throughout the school. Governors also use reports from, and conversations with, the principal and other school leaders, information gathered on their visits to school and regular external information provided by the trust, such as feedback about enquiry walks.
- Governors understand how additional funding, such as the pupil premium, funding for pupils who have SEN and/or disabilities and the sports premium, is used effectively to improve outcomes for pupils. For example, they know that some of the pupil premium funding is used well to support better attendance and punctuality.

Safeguarding

- The arrangements for safeguarding are effective. Leaders regularly evaluate and refine the procedures in place to keep pupils safe. The safe recruitment and induction of new staff is well organised and overseen by the principal, governors and trust members. Leaders make sure that everyone has timely training, updates and reminders about how to recognise and report concerns. As a result, staff respond confidently and assuredly when an issue arises.
- Records for safeguarding are fit for purpose. They provide a comprehensive overview of events and actions taking place. Actions are followed up swiftly, and appropriate support is sought from external agencies when appropriate.
- The school environment contains regular reminders for pupils and staff about keeping safe. Pupils and parents have confidence in all staff members knowing how to keep pupils safe. They mention particularly the learning mentor, who is visible and accessible at times such as before and after school and at breaktimes to give support to pupils when they need it. The learning mentor works with pupils and their families, and the principal and other agencies when necessary, to ensure that pupils' welfare needs are well met.
- Pupils have a range of lessons and assemblies to teach them about how to keep themselves safe. Leaders know that despite the teaching that has already taken place in how to keep safe online, the ever-changing world of technology regularly presents new challenges, particularly as new sites are introduced. Leaders have rightly identified online safety as an area for improvement. They have started to plan how to support pupils in gaining deeper knowledge and skills of the benefits and perils of the internet, so that pupils can make more-informed choices.

Quality of teaching, learning and assessment

Good

- The quality of teaching and learning is good because leaders give teachers clear direction for improvement, ensure that strategies for improvement are implemented consistently and check these regularly for effectiveness. Teachers make adaptations to the direction pupils are given, if necessary, as a result.

- Teachers are resolute in supporting pupils to develop a love of reading alongside the skills they need to read fluently and with understanding. All pupils asked during the inspection said that they enjoy reading, and many younger pupils mentioned that they particularly like it when adults, or their reading buddies, read aloud to them. Teaching in phonics results in the vast majority of pupils reaching the expected national standard at the end of Year 1. Comprehensive teachers' records highlight where pupils have any gaps in their learning in reading. Teachers and teaching assistants work together to ensure that lessons and activities are carefully planned to address these. As a result, pupils make good progress in reading and delight in the high-quality books available in classrooms and in the library.
- Improving teaching in mathematics has been high on the school's agenda this year. Staff training, work with other schools within the trust and well-planned and organised checks on actions taking place have supported pupils in making good progress, particularly in reasoning and problem-solving skills.
- In writing, the majority of pupils are working at age-related expectations, and many are working at higher standards. This is because the high-quality learning materials that adults match to pupils' needs enable a level of independence in their work. The school's expectations of how pupils are directed to improve and edit their work are consistently applied.
- Teachers have a good understanding of how to support pupils in deepening their learning and reaching higher standards in English and mathematics. In key stage 1 in particular, precise direction from adults for the most able pupils results in an increased proportion of pupils reaching higher standards by the end of Year 2.
- Lower-ability pupils in key stage 1 and key stage 2 are well supported in their learning across the curriculum. This results in the majority of pupils making rapid progress from their starting points and reaching age-related expectations. In addition, teachers and teaching assistants understand well the needs of pupils who have SEN and/or disabilities. They make sure that the work for these pupils is bespoke and that their progress is carefully checked. This results in pupils making good progress and developing confidence in their learning. Effective, timely liaison with the parents of pupils who have SEN and/or disabilities further improves this work. Similarly, effective identification of disadvantaged pupils' needs and well-planned teaching ensure that the relatively low proportion of these pupils make good progress.
- The school's curriculum, supported by practical, collaborative activities, visits and visitors coming into school, encourages pupils to build their knowledge and skills in subjects such as science, history and geography. These experiences result in pupils recalling, with animation and accuracy, their learning in previous projects. Their understanding and knowledge in religious education and aspects of social and citizenship education are more limited.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- The care and guidance the school gives ensure that pupils develop their confidence and self-esteem. These aspects of the school's work are particularly praised by parents.
- Pupils collaborate well with each other. They listen carefully to adults and are polite. When pupils show exemplary behaviour, they are awarded a special wristband to show that they are good role models. Leaders are keen to develop this responsibility further, as well as promoting other ways for pupils to lead aspects of school life.
- The school runs a programme of personal, social, health and citizenship activities throughout all year groups. However, discussions with pupils and checks on their learning show that there is more work to be done to deepen pupils understanding in this area. Pupils have some misconceptions and preconceived ideas around aspects of equality and life in modern Britain. Specific lessons are delivered, for example about different faiths, but pupils do not have ample opportunities to discuss, debate and explore this learning, so misconceptions remain.
- The school-run breakfast and after-school clubs are well organised, with an array of physical activities and games on offer. Pupils enjoy attending. One pupil said, 'They make it fun and they care like your mum would', and others agreed.
- Pupils enjoy school and their learning. They say that playtimes are a good time of the day. There are a number of activities on offer that pupils can take part in, and many pupils cooperate well with their friends in games they have initiated.

Behaviour

- The behaviour of pupils is good. Attitudes to learning are positive and pupils behave well. Pupils generally display good conduct out of class too, and when they don't, adults quickly step in to give them reminders.
- Leaders keep a close eye on attendance and give clear messages to pupils and their families about the importance of good attendance. School classrooms celebrate daily attendance on doors that other pupils note when they pass. Leaders know where attendance is not as strong and put in place actions and support to address this. They are very clear about the reasons for the decline in attendance last year and can demonstrate how their actions have ensured that attendance has improved this year. They show dedication to working with local authorities and schools to ensure that no pupils are missing from education when they leave the school.
- The school environment is used well to display positive values, direction in learning and to celebrate pupils' work. Pupils take pride in their work.
- Pupils generally work and play together very well. They say that there are sometimes fallings-out, and very occasional bullying, but that there are always plenty of adults to ask for help. All pupils mentioned the inclusion manager and that she is always available when they need her and that often a chat with her can help to resolve problems quickly.

Outcomes for pupils

Good

- Current pupils' work, school assessment information and external assessments demonstrate that outcomes for pupils in reading, writing and mathematics are good.

The proportions of pupils reaching expected and higher standards at the end of key stage 1 and 2 are at least similar to, and sometimes better than, the national average.

- Provisional results for 2018 show that improvement seen in key stage 1 outcomes over the previous two years has been sustained. The proportion of pupils working at higher standards continues to increase as pupils move through key stage 1.
- In phonics, the proportion of pupils who pass the Year 1 phonics screening check is consistently above the national average. Where pupils do not pass the standard in Year 1, the vast majority do so in Year 2. Provisional results for 2018 show that all pupils achieved the standard in Year 2.
- Pupils make good progress through key stage 2 in reading, writing and mathematics. Close attention to improved direction from teachers in developing pupils' reasoning and problem-solving skills has resulted in most pupils making improved progress in mathematics, across year groups.
- Pupils make good progress over time in other subjects, such as science, physical education, history and geography.
- Disadvantaged pupils and those who have SEN and/or disabilities make good progress over their time in school due to receiving direction and support that is well matched to their needs.

Early years provision

Good

- From their broadly typical starting points, children make good progress through early years. A slightly higher proportion of children than the national average leave Reception with a good level of development and are well prepared for Year 1.
- Strong relationships are formed between children and adults and between the children themselves. Children cooperate happily with each other to complete the tasks that they are set. They display positive attitudes to learning and demonstrate good behaviours, inside and outside.
- Books and reading are high profile in Reception. Children are confident to talk about authors and books they have enjoyed, for example as part of their minibests topic. Many could explain the difference between the fictional stories they have read, such as 'The Hungry Caterpillar', and non-fiction books, such as the one they were using to find out about the life cycle of the ladybird.
- Adults model sounds in phonics clearly and consistently so that children can apply these to reading and writing activities. Opportunities are taken in the classroom to encourage children to write for a variety of purposes. For example, during the inspection, children in Nursery were keen to write their own invitations. Adults used effective questioning to encourage the children to consider what information they would need to include. Children asked each other if they could borrow name cards so that they could accurately address the invitation to their friends. However, purposeful, engaging opportunities for children to read and write independently are more limited in the outdoor learning areas.
- Adults use questioning effectively to check on, and further, children's learning. During the inspection, children were engrossed in a film clip about the life cycle of a ladybird.

The teacher regularly stopped the film to check and clarify with the children. Children responded positively and asked their own questions if they were unsure. As a result, the teacher assessed that the children had understood this learning and developed their scientific vocabulary.

- As in all other aspects of school, safeguarding in early years is effective. Particular attention is taken to ensure that the learning environment is safe and that children are taught how to use equipment safely. There are well-established routines and expectations for children tidying away inside and outside, so that resources are well looked after and do not present hazards.
- Leaders and staff know the importance of good communication with parents and have worked hard to improve this further this year. Parents of children in early years speak very positively about their children's start to school life. They have regular opportunities to share in their children's learning, to celebrate their successes and to receive information, for example about the teaching of phonics. They say that communication is effective and that the school makes sure their children are happy and well cared for.

School details

Unique reference number	142268
Local authority	North East Lincolnshire
Inspection number	10048404

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	Board of trustees
Chair	Jack Harrison
Principal	Andrew Willett
Telephone number	01472 230260
Website	http://www.springfieldprimaryacademy.net
Email address	adminmanager@springfieldprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Springfield Primary School converted to become Springfield Primary Academy in September 2015. The school is part of the Enquire Learning Trust, a multi-academy trust.
- The school is larger than the average-sized primary school.
- Most pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils eligible for the pupil premium additional funding is below the national average.
- The proportion of pupils who have SEN and/or disabilities, or who have an education, health and care plan, is below the national average.
- The early years comprises a Nursery and two Reception classes.

- The school runs a breakfast club and an after-school club each day.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics.

Information about this inspection

- Inspectors observed learning in all classes across school. Some lessons were jointly observed with senior leaders.
- Inspectors talked to pupils about their learning and their school, in class, in meetings and informally around school. Inspectors listened to pupils read and talked to them about their reading experiences.
- Inspectors met regularly with the principal and assistant principal. Inspectors held meetings with senior and middle leaders, other staff and members of the governing body, including the chair. The lead inspector met with the chief executive officer and the director of improvement and performance from the trust.
- A range of documentation was scrutinised, including leaders' evaluation of school performance, school development planning and documents relating to pupils' behaviour and the quality of teaching and learning. Inspectors also reviewed the minutes of meetings of the local governing body and information relating to safeguarding and attendance.
- Inspectors observed pupils' behaviour and conduct in classrooms and at breaks and lunchtime.
- Inspectors scrutinised pupils' work from all classes and across subjects, alongside school assessment information. Much of this work took place with leaders.
- Inspectors met with parents before and after school and considered the 35 online responses to Ofsted's questionnaire, Parent View. Inspectors also considered the 20 responses to Ofsted's online staff questionnaire.

Inspection team

Kate Rowley, lead inspector	Her Majesty's Inspector
James Kilner	Ofsted Inspector
Beverley Riddle	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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