

Springfield Primary School

Inspection report

Unique Reference Number	107073
Local authority	Sheffield
Inspection number	324519
Inspection dates	17–18 September 2008
Reporting inspector	Mr Andrew Clark

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	213
Government funded early education provision for children aged 3 to the end of the EYFS	39
Appropriate authority	The governing body
Chair	Ms Sarah Davies
Headteacher	Mrs B Stevenson
Date of previous school inspection	October 2005
Date of previous funded early education inspection	October 2005
School address	Broomspring Lane Sheffield S10 2FA
Telephone number	0114 272 3455
Fax number	0114 249 3291

© Crown copyright 2008

Website: www.ofsted.gov.uk

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.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This primary school, average in size, serves a very deprived area as reflected in the very high proportion of pupils entitled to free school meals. The majority of pupils are from minority ethnic groups, with at least 15 different home languages spoken. Many of those joining the school are new to the country as well as to the school, and few speak English when they arrive. Many pupils are not at this school for the whole of their primary education: large numbers join and leave throughout the year. Many families are refugees or asylum seekers, and some pupils are children of students from overseas. A high proportion of pupils have learning difficulties and/or disabilities. Early Years Foundation Stage (EYFS) provision includes Nursery and Reception classes.

'Project Buzz' and 'Busy Bees' provide childcare and education for parents. They are run independently from the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Springfield is a satisfactory and improving school. The comment, 'it is like a big family,' is typical of parental views. The good guidance and outstanding pastoral care the school provides enables pupils of all nationalities to develop well in a safe and positive community. Pupils make at least satisfactory progress because good teaching and a rich curriculum helps them become effective learners despite their low starting points. Children get a good start in the EYFS. The headteacher and other senior staff provide good leadership with a persistent drive to raising standards.

Achievement is satisfactory. In the main, pupils start school with very low attainment, especially in language, mathematics and social skills. By the time they leave school, standards are below average in English and slightly below in mathematics and science. There has been a good overall trend of improvement since the last inspection and many more pupils throughout the school are working at the levels expected for their age. This was especially marked in mathematics and science in the school's provisional national test results for Year 6 pupils in 2008. Standards in English are not as high because, although progress in basic reading and writing is often good, pupils' ability to write at length is insufficiently developed. There is no significant difference in the achievement of pupils, regardless of their ethnic, social or cultural backgrounds.

Pupils' personal development and well-being are good. Their spiritual, moral, social and cultural development is outstanding and pupils are mature, thoughtful and positive in their attitudes. Pupils behave very well and show tolerance, respect and care for others. Their understanding of healthy living is good and they take full advantage of the many physical activities the school provides. Pupils make a good contribution to the school and wider community through the school council and the very good support they give to new pupils of all ages. Pupils quickly develop the skills required to be good learners such as being able to work independently. Together with their basic skills this prepares them effectively for their future economic-well being.

The quality of teaching and learning is good. Since the last inspection, the school has made significant improvements in analysing closely the needs of pupils and matching work to challenge them appropriately. The intensive teaching of basic English language to pupils who start school with no English, sometimes as late as Years 5 and 6, gives them a good chance to make progress in all subjects. Teachers manage pupils' behaviour well and lessons are motivating and challenging

The curriculum is of good quality and much broader since the last inspection. As a result, pupils' achievement in mathematics and science has improved. There are greater links between subjects, although this does not yet impact enough upon standards of writing. The emphasis on art, drama and music makes a good contribution to pupils' cultural and spiritual development. The programme of personal, social and health education is very well matched to pupils' very wide ranging and challenging needs and takes full account of the views of parents and the community.

Care, guidance and support is good with outstanding features. The school establishes excellent relationships with parents through the learning mentor and working with the Project Buzz community programme. This enables parents to support their children well. Systems to track pupils' achievement and make sure they receive the most appropriate support for learning are good. A relative weakness is that teachers' marking is inconsistent in quality and as a result does not guide or challenge pupils well enough.

The school is led and managed well. The leadership role of all staff has been well developed since the last inspection because of the clear vision established by the headteacher, which underpins many developments. The school is seen as central to the local community and is held in very high regard by parents. It provides outstanding levels of access and opportunity to pupils and parents. The successful drive in improving standards and achievement; the development of the curriculum; and the central role in bringing the complex and challenging school community together, and enabling pupils to gain an extremely good understanding of Britain and other countries means there is a good capacity to improve.

Effectiveness of the Early Years Foundation Stage **Grade: 2**

Most children start school with skills and abilities which are well below those typically expected for their age. Almost all children start with little or no English. They make good progress towards the early learning goals but attainment is below that typically expected for their age by the end of the Reception year. Even so there are strengths in physical and creative development and in several aspects of communication, language and literacy, such as matching letters and sounds. Children make especially good progress in becoming independent learners with a keen interest in their tasks and a natural curiosity about the world. Children's personal development is good. This is because induction is very effective, for example it includes home visits by staff to get to know the children before they start school. Staff forge excellent relationships with families and this helps children settle in quickly. High quality language support for parents, guidance from the learning mentor and strong links with Project Buzz helps parents support their children very well.

The quality of teaching and learning is good and occasionally outstanding. Lessons are fun and resources are used well. There is a clear focus to developing children's spoken language and early skills at reading and writing. Staff question children well to ensure understanding and give them good opportunities to explain their reasoning. There is a good outside area with opportunities for play in all areas of learning. However, staffing and access difficulties limit the full use of these facilities. Nonetheless, the curriculum is good. Children's access to self-selected activities is well established and helps them become independent and secure in their work and decision making. There are good opportunities for children to use their emerging writing. Children receive good care and guidance. Occasionally, assessments of children's development are insufficiently evaluative to provide a sharp focus on the next step to be taken. Leadership and management are good.

What the school should do to improve further

- Ensure that teachers' marking is consistent in providing the guidance and support pupils' need to achieve well.
- Develop links between different subjects so that they help to improve pupils' abilities to write well at length.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The percentage of pupils attaining at least the expected standards for their age in English, mathematics and science by Year 6 has risen by at least 20 % over the last three years. At Year 2 there has been a similar improvement. However, results in the school's national assessments and tests in 2007 were significantly below average at both key stages because of the very rapidly changing school population many of whom have very little or no English. The school's most recent test results indicate standards in mathematics and science to be close to average because of the successful use of Talk Frames projects across the curriculum for two years and Talk Maths projects for one year, which have aided pupils' progress in developing and using basic skills in literacy and numeracy. The school's data shows that pupils who are continuously in the school for the longest periods make good progress and are mostly working at the levels expected for their age. However, although the foundations for good writing skills are laid, standards in English are below average because too few pupils attain highly in writing. They are let down by their ability to write well at length. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils know how to stay safe and eat healthily and they enjoy taking regular exercise. They understand the good effects of exercise on the body. Pupils' spiritual, moral, social and cultural development are outstanding because assemblies and lessons in personal development provide pupils with many opportunities to reflect on and learn about moral, social and cultural issues. Pupils look after each other and all are treated with respect in this very inclusive and cohesive school community. Pupils behave well in lessons and around the school and are keen to take responsibility as members of the school council or as general helpers. Attendance is satisfactory and improving as a result of the school's hard work in building closer links with families from different and distinct cultural and religious backgrounds. Pupils enthusiastically report how much they enjoy coming to school and say how much they like learning. Pupils develop literacy, numeracy and scientific skills to a standard which helps to

equip them satisfactorily for later life. The development of personal attributes such as reliability, perseverance, independence and respect for the individual is a great strength of the school.

Quality of provision

Teaching and learning

Grade: 2

There are many strengths to the quality of teaching, especially in the excellent relationships between teachers and pupils. This provides the basis for building upon the independence and self-reliance of pupils in their learning. Planning of lessons is good with a clear focus on developing pupils' skills to take their learning forward. This is particularly reflected in pupils' much improved speaking and their acquisition of a range of technical language for mathematics and science. Lessons are often exciting with very good use of interactive whiteboards and information and communication technology generally. Teachers use a wide variety of methods from story telling and puppetry to quizzes and games to motivate and challenge pupils. The teaching of basic literacy skills such as spelling and punctuation is systematic, interesting and thorough.

Curriculum and other activities

Grade: 2

The curriculum is developing well. The school is successfully promoting links between subjects although the links for improving reading and writing have yet to show a positive impact on the attainment of pupils at the end of Year 6 in English. French is taught to all pupils in Years 5 and 6, Year 3 pupils learn basic Somali and Year 4 pupils learn Spanish. This promotes greater cultural awareness and understanding. Curricular developments, such as the Talk projects, which help pupils build a technical vocabulary and structure their spoken and written work, make the curriculum more relevant. They have a significantly positive effect on the progress pupils make and the standards they attain. Assemblies and the programme of personal, social, health and citizen education contribute well to pupils' healthy development and very well to their spiritual, moral, social and cultural awareness. Scintillating pupils' art based on the style of artists from several nationalities adorn the school, reflecting their very strong understanding of other cultures. A good programme of extra-curricular activities and an increasing variety of educational visits supports pupils' personal development well.

Care, guidance and support

Grade: 2

Parents and pupils are very appreciative of the excellent personal care the school provides. Pupils say how very safe they feel in school and have complete confidence that any problems they have will be quickly resolved by adults they trust and respect. The school works very closely with outside agencies, other professionals and volunteers to ensure that all learners, including the very high numbers of those most at risk, receive the support they need. Proper attention is paid to health and safety, including child protection. The school has productive links with parents, other schools

and the wider community which further enhance pupils' education. A sophisticated system tracks pupils' progress and quickly enables areas of weakness to be identified. The school takes rapid and effective steps to address any weaknesses. Most teachers mark work regularly, but the extent to which they use precise comments to celebrate and guide pupils' learning varies from class to class and between subjects. As a result, pupils' understanding of how they can improve their next piece of work is variable.

Leadership and management

Grade: 2

This school knows its community very well and uses that as a springboard to further improvement. The parents appreciate the way in which the headteacher and staff endeavour to understand more about the many cultures represented and to inform and involve them. 'I have been impressed with the school's commitment to both parents and children. Springfield is more than a school it is a community,' is very typical of the views expressed by parents from all backgrounds. All pupils have full access to the many exciting opportunities the school provides. Pupils attain a great understanding of the diversity of society and how they can contribute. The headteacher has made significant strides in involving and training all staff to be involved in setting and reviewing the direction the school takes. Staff are very analytical and are good at refining the use of all available data to set clear targets and share them with pupils and parents. Challenging targets are set and largely achieved. Members of the governing body tackle difficult and sensitive issues skilfully. They provide support and challenge to the school in good measure and are becoming increasingly involved in shaping the future direction of the school. Their self-evaluation is accurate although not always sharply focused in some aspects.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good is the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

¹ Grade 1 – Exceptionally and consistently high; Grade 2 – Generally above average with none significantly below average; Grade 3 – Broadly average to below average; Grade 4 – Exceptionally low.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources are deployed, including the adequacy of staff, to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Procedures for safeguarding learners meet current government requirements	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



19 September 2008

Dear Pupils

Inspection of Springfield Primary School, Sheffield, S10 2FA

Thank you for the warm welcome you gave the inspectors when we visited your school. The friendly way you greeted us when we came into your classrooms and your politeness and helpfulness made our stay at Springfield a very pleasant one.

I would like to tell you about the findings from the inspection.

Yours is a satisfactory and improving school. You make satisfactory progress and reach your targets. Many of you learn English quickly, although you do not always write at length as well as you could. You are very happy at school and your personal development is good. You are proud of your knowledge of healthy living, your good working skills and the many opportunities for keeping fit. Your behaviour is good and your spiritual, moral, social and cultural development is outstanding. You get on very well with each other and help each other very well.

You make a good start in the Nursery and Reception classes. Throughout the school the quality of teaching is good. The teachers expect you to work hard and you do. They make learning fun with the use of computers, drama, art and role play.

The curriculum is good. You have lots of clubs and visits to make learning exciting. However, you do not always develop your writing skills fully through different subjects. You are exceedingly well cared for and that is why you feel safe and valued. Teachers track your progress carefully and this helps you improve. The school is well led and your parents are, rightly, very proud of your school and give you good support.

There are two areas for improvement. First, to make sure that you all receive clear guidance from the marking of your work, and second, to ensure that there are good opportunities in different subjects to help you improve your writing.

You can help by reading your teacher's comments in your books and trying hard to improve, in particular, in writing.

Yours faithfully

Andrew Clark
Lead inspector