

# Inspection of Springfield Primary School

Forsythia Close, Springfield, Chelmsford, Essex CM1 6XW

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Inspection dates: 9 and 10 November 2021

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils get a good education here. They speak fondly about their school. They say that their lessons are interesting. Pupils value adults' work in making Springfield Primary an attractive, stimulating place in which to learn.

Pupils like the fact that adults spot and reward their good behaviour. They say that if a pupil's behaviour slips, 'adults remind us of our usual standards'. We saw pupils working hard and responding happily to adults' guidance. Pupils told us that this was typical of most days. They say their classmates are kind to one another.

There is very little bullying. Pupils said that adults would nip it in the bud if it happened. Pupils told us that they trust adults in school and said that staff are caring. Pupils know who to turn to if they have a concern. For example, pupils said they would speak with adults in the school's 'butterfly room'. Pupils are safe and feel safe.

Plenty of pupils take advantage of the leadership opportunities and many sporting and artistic clubs on offer. Pupils are proud to run some of these clubs.

Flick, the school dog, plays a valuable part in the life of the school community.

## **What does the school do well and what does it need to do better?**

Leaders have made many changes to the curriculum. They have done plenty of research and considered what pupils need, and like, to learn. Leaders have provided staff with suitable training and resources to deliver many aspects of the curriculum effectively. Children like learning the curriculum. Adults enjoy teaching it too.

Pupils remember important knowledge. They progress well in many subjects. Teachers check what pupils already know. Teachers then break new learning down so that pupils grasp and make good use of what they have learned. National lockdowns resulted in some pupils struggling with parts of their learning. Teachers adjusted the curriculum so that pupils revisited core knowledge and were ready to take on new information. We saw the successful impact of this in reading, mathematics and life skills (personal, social and health education).

Subject leaders have not been as clear about what pupils should learn in a few subjects. In these subjects, pupils are not as secure in their learning. In keeping with their sensible timeline of improvements, leaders are putting this right.

Staff ensure that reading plays a big part in pupils' lives. The school's 'reading entitlement programme' helps pupils to read fluently. Pupils read, and are read to read, each day. In early years, reading with children happens several times a day. Adults teach reading, including phonics, effectively. Consequently, pupils develop strong reading knowledge. Some pupils do find reading tough. They stick at it

because they get apt help and encouragement to become fluent readers. Pupils have many opportunities to read stories, poems and factual books. There are attractive places for them to read – inside and outside.

Teachers make appropriate changes to ensure pupils with special educational needs and/or disabilities (SEND) can access the same curriculum as their peers. Teaching assistants play an important role in helping pupils with SEND learn important facts and methods. Parents of pupils with SEND are full of praise for the support that their children receive.

The early years classes are well-organised. The curriculum and how it is taught sets up children well for later learning. Children show sustained interest in their learning. They speak with confidence about their work. Adults help children to develop kind behaviour habits. Children help each other in learning and play.

Leaders have high expectations for pupils' personal development. Pupils learn about different beliefs, cultures and abilities. They speak with passion about the importance of treating everyone with fairness. Pupils' behaviour demonstrates that very many do so. Relationships are based on respect. Pupils appreciate the interesting places provided for them to study in or to reflect, such as the sensory garden and the 'butterfly room'. Pupils and parents praise the care and support that staff provide. This care helps pupils to become assured in their learning and friendships.

Springfield Primary is a happy school that very many pupils like attending. Some travel a considerable distance to get to school. Many pupils' attendance is high. However, a small number of pupils do not attend school as often as they should.

Governors keep a close eye on leaders' work. Governors carry out checks to make sure improvements are making things better. School leaders also check that their changes are working. This thorough approach has brought about many improvements.

Staff, like pupils and parents, are very proud of their school, and they value leaders' work and consideration of their well-being and pupils'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff give safeguarding the highest priority. Adults receive the necessary training. They know what to do if they are concerned about a pupil. Leaders act swiftly and with determination so that pupils get the help that they need. Governors make sure that leaders carry out the right checks on staff working at the school.

Pupils have an age-appropriate understanding of risk. They know how to act safely, including when online. Pupils say they would tell an adult if a friend was at risk,

even if that jeopardised their friendship. Parents and staff consider pupils to be safe at Springfield Primary School.

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

### **(Information for the school and appropriate authority)**

- Very many pupils' attendance in the context of the pandemic has been high. Yet, there is a small number who do not attend as often as they should. Leaders should review and make any appropriate changes to the strategies that they have in place to improve the attendance of these pupils.
- Leaders have made well-considered changes to the curriculum. Leaders have been careful not to overload staff and pupils with too many changes at once. They are determined that each change has maximum impact. This means that curriculum plans and their delivery in a small number of subjects are not as strong as they are in the majority. Where this is the case leaders should set out what pupils should learn, from early years to Year 6 with the same clarity that they have elsewhere. Leaders should provide teachers with support so that they deliver the curriculum well in all subjects.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	134065
<b>Local authority</b>	Essex
<b>Inspection number</b>	10200521
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	440
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Catriona Stevenson
<b>Headteacher</b>	Jacquelyn Pick
<b>Website</b>	<a href="http://www.springfield-pri.essex.sch.uk">www.springfield-pri.essex.sch.uk</a>
<b>Dates of previous inspection</b>	23 and 24 January 2018, under section 5 of the Education Act 2005

## Information about this school

- This is a larger than average-sized primary school.
- The school makes use of one registered alternative provider.
- The school runs a breakfast and after-school club.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors carried out deep dives in these subjects: life skills (the school's name for personal, social and health education), mathematics, reading and science.
- For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils

about their learning and looked at samples of pupils' work. An inspector also listened to several pupils read.

- Inspectors also spoke with subject leaders and looked at curriculum plans and some pupils' work in a small number of other subjects.
- Inspectors looked at school documentation and spoke with leaders, teachers, support staff, governors, pupils, parents and a representative from the local authority to establish the effectiveness of the school's safeguarding procedures.
- The lead inspector met with five governors, including the chair of governors, and also held a phone discussion with a representative of the local authority.
- A member of the inspection team spoke with a representative from the alternative provision used by the school.
- Inspectors visited the breakfast and after-school clubs and an assembly. Inspectors also spent time observing and speaking with pupils at breaktimes and lunchtimes.
- Inspectors took account of the views of parents expressed in the 89 responses to Parent View, in the discussions held with some parents at the start of the first day of the inspection, and in an email received over the course of the inspection.
- Inspectors considered the views in the 39 responses to the pupils' survey and the 51 responses to the staff's survey. The school's analysis of its own surveys of staff's, parents' and pupils' opinions were also considered.

### **Inspection team**

John Lucas, lead inspector

Her Majesty's Inspector

Heather Hann

Ofsted Inspector

Judith Sumner

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