

Springfield Primary School

Address: Forsythia Close, Springfield, Chelmsford, Essex, CM1 6XW

Unique reference number (URN): 134065

Inspection report: 10 March 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

From the start, whether pupils join the school in the early years or later on, the school has very effective processes in place to identify any additional needs or challenges faced by pupils. Leaders work with parents and carers, external agencies, local authorities and other settings to understand pupils' difficulties very well and to put the right support in place swiftly.

Staff get the right support and training. They have the expertise to meet the needs of pupils, both academically and socially. Staff adapt the curriculum well for pupils who need it. This enables pupils to secure their understanding of new ideas. Teachers provide extra resources, explanations and help in lessons when pupils need it. In some subjects, such as reading, writing and mathematics, leaders provide extra teaching so that pupils can secure the basic skills they need. Pupils learning English as an additional language get effective help which is closely matched to their needs. For pupils with special educational needs and/or disabilities who require more bespoke support, leaders ensure that this is carefully planned and put in place skilfully.

Leaders check on the progress that pupils are making rigorously. They act rapidly to adjust the provision when needed. Additional funding is used thoughtfully so that disadvantaged pupils can access learning and any wider opportunities successfully.

Leadership and governance

Strong standard ●

Leaders know their school very well. They use a wide range of information sources to understand and check on what is working well. When they spot that improvement is needed, leaders act decisively to make the right strategic changes. They research these changes carefully and implement them thoroughly, making adjustments when they need to. As a result, changes secure ongoing school improvement.

Governors carry out their statutory duties effectively. They provide the right support and appropriate challenge to leaders. They use their close knowledge of the school to ask pertinent questions and check that changes are securing the right outcomes. Leaders at every level work together to support the inclusion of pupils. Doing the right things for all pupils, and particularly for those pupils who are disadvantaged or who have special educational needs and/or disabilities, always underpins the thinking and actions of leaders.

Leaders build staff confidence and expertise through a carefully planned and implemented programme of professional learning. Staff at every level get the right support to develop professionally and carry out their roles confidently. At the heart of this is a commitment to improving the experiences and outcomes of pupils. Staff share leaders' vision for the school. They have a very high regard for leaders, viewing them as models of professional excellence. Staff feel part of a highly valued team where they influence decisions and where their workload and wellbeing are meaningfully considered.

The school's values permeate all aspects of its work. Pupils know these values well and can explain articulately how they guide their behaviour and attitudes. They are proud to be kind, tolerant, active members of the school community. From the early years, children learn to take turns and to share ideas and resources. As they move through the school, pupils further develop their independence. Older pupils maturely act as role models for younger children, for example leading games at breaktimes or serving drinks in the dining hall.

Pupils have a highly developed understanding of right and wrong. They reflect on their choices and the actions of others with increasing maturity. Pupils show a respectful knowledge of, and interest in, lifestyles and religious beliefs that differ from their own. They are very well prepared for life in modern Britain.

The curriculums for personal health and social education as well as relationships and health education are appropriate. Pupils learn these curriculums in depth. They secure their understanding further through their learning in other subjects, such as English or history, where they explore sensitive topics in an age-appropriate way. Pupils talk confidently and in detail about physical and mental health, healthy relationships and respect. They develop a secure understanding of how to keep themselves safe, for example when online or crossing roads. These important topics are revisited and built upon as pupils move through the school.

A wide range of opportunities further enrich the offer for pupils. Leaders select these thoughtfully, taking account of pupils' views, insights from their curriculum evaluation and their expert knowledge of pupils' needs. Leaders carefully check that pupils who will benefit most from this offer can do so. They provide extra practical or financial support for families so that pupils, including disadvantaged pupils, can develop their interests and talents. Pupils relish these opportunities, for example performing a Shakespearean play, playing in bands or singing in the choir.

Expected standard ●

Achievement

Expected standard ●

Leaders are ambitious for pupils to achieve well. From the start, in the early years, pupils secure the phonics skills that they need to read and write with increasing accuracy. Pupils achieve close to national expectations in tests such as the phonics screening and the multiplication tables check as they move through the school. Pupils develop as independent, resilient and motivated learners. They approach their lessons with enthusiasm and progress steadily through the curriculum. In most subjects, many pupils recall in detail what they have learned previously. Pupils with special educational needs and/or disabilities progress well from their various starting points.

A significant number of pupils join or leave the school each year. By the end of Year 6, most pupils, including disadvantaged pupils, achieve outcomes close to their peers nationally. Over time, pupils have achieved particularly well in reading but less well in writing. Leaders

have acted promptly to address this and standards in writing are rising. As a result, pupils are typically ready to move on to their next steps.

Attendance and behaviour

Expected standard 

Leaders rigorously monitor pupils' attendance. They know pupils and their families well. Leaders understand the barriers to regular attendance that some families face. They work hard to put the right help in place for pupils who need it. As a result, over time, attendance for many pupils is improving. However, despite these efforts, some pupils, particularly those who are disadvantaged, are still missing too much time in school. This impacts on pupils' learning and outcomes, as well as their social and wider opportunities.

Leaders have established a consistent approach to behaviour which is well understood and followed by staff. Pupils value the care provided by staff for their wellbeing. Routines for positive behaviour are established swiftly when pupils join the school. Typically, behaviour around the school is sensible and calm. Most pupils behave very well in their lessons and at social times. They approach their learning eagerly. Pupils are polite and respectful towards adults and each other.

Bullying and serious misbehaviour are rare. When this does happen, leaders act promptly and proportionately to keep pupils safe. They provide tailored support for pupils whose behaviour does not meet their high expectations, including for pupils with special educational needs and /or disabilities. This support is usually effective in securing improvements.

Curriculum and teaching

Expected standard 

Leaders have established a broad curriculum that builds knowledge from the early years. Leaders make sure that this curriculum is right for the pupils at Springfield. For example, they ensure that pupils develop effective speaking skills and a wide vocabulary so that they can explain their ideas clearly.

Teachers are provided with the training and support that they need to teach the curriculum effectively. Typically, they introduce new ideas clearly. From the start, staff give pupils plenty of practice with key skills such as reading, number facts and handwriting. This helps pupils to develop their confidence and to use these skills accurately. In some subjects, pupils use their developing writing skills well to demonstrate their understanding. However, in a few subjects tasks do not provide pupils with sufficient opportunities to practise the writing skills that they need to secure.

Teachers use their checks in lessons to spot how pupils are faring and to give extra explanations or practice to those pupils who need it. Skilful staff provide catch-up support for pupils who need it. Teachers adapt lessons carefully for pupils with special educational needs and/or disabilities so that they can tackle things that they find more difficult with confidence, whatever their starting point.

Children settle quickly into the calm, consistent routines of the Reception Year. Effective systems help staff to get to know children and their families well. These systems help teachers to spot when children may have additional needs or challenges. Staff use this information to ensure that the right help and support is provided.

Through the curriculum, staff skilfully help children to learn and use ambitious new words. Staff model these carefully through their high-quality conversations with children. Activities are thoughtfully designed to inspire children's interests and promote their vocabulary and speaking skills. As a result, children are highly engaged. They chatter excitedly about their learning, swiftly learning to correctly use appropriate sentence structures and the wide range of vocabulary that they learn.

Children learn phonics from the start. They apply their developing reading skills when reading from well matched-books. Children learn how to form letters correctly and to write with increasing independence. At story time, children listen carefully and join in with refrains enthusiastically. In lessons and through well-planned play, pupils develop a sound knowledge of early numbers and mathematics. Leaders work in partnership with parents and carers from the start. Well-planned opportunities enable parents to understand what their children are learning and to support them at home, for example with phonics.

What it's like to be a pupil at this school

Pupils are happy and feel safe at this friendly school. They know that staff will always have a kind, listening ear for any worries that they may have. Pupils are confident that staff will swiftly and effectively deal with any unkindness when they know about it. Whether pupils join at the start of the Reception Year or later in their school life, pupils quickly feel like they belong to the 'Springfield family'. They are proud to say that everyone is made welcome and included. Micky, the school dog, is a valuable addition to the team, bringing comfort and a friendly wag of the tail to anyone who needs it.

Pupils enjoy their lessons. They know that their teachers want them to try hard, and they do. In lessons, pupils are attentive. From the early years, pupils share their ideas politely, learning from each other and considering others' viewpoints. Pupils progress well through the curriculum, whatever their starting points. Pupils with special educational needs and /or disabilities get caring support for their learning in their classrooms and in the 'caterpillars' provision. Most pupils achieve in line with national expectations by the end of their time here. However, some pupils do not attend as regularly as they should and this makes it hard for them to do as well as they could.

Pupils are well prepared for life beyond Springfield. They proudly take on leadership roles within the school, for example pupil ambassadors love to show off their school to visitors. Pupils explore and develop their interests at a wide range of clubs such as speech society or cookery. There are also sports clubs where pupils develop their team work and resilience

along with their sporting skills. Pupils show compassion for others, for example they collect items for a local foodbank and provide boxes of gifts for others.

Next steps

- Leaders should further strengthen their approaches to securing regular, punctual attendance for all pupils, including those who are disadvantaged.
 - Leaders should ensure that staff provide pupils with sufficient and appropriate opportunities to apply and develop their writing skills across the curriculum.
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About this inspection

The chair of the board of governors is Debbie Knight.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the senior leaders, including the headteacher, deputy headteacher and special educational needs and/or disabilities coordinator. They also spoke with designated safeguarding leads and governors, including the chair of governors. Inspectors spoke with pupils and staff throughout the inspection. They also took account of the views of parents, staff and pupils through survey responses.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Jacquelyn Pick

Lead inspector:

Lynne Williams, His Majesty's Inspector

Team inspectors:

Susan Sutton, Ofsted Inspector

Nerrissa Bear, His Majesty's Inspector

Stephen Cloke, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

School and pupil context

Total pupils

406

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

30.30%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.71%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

24.88%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	61%	Close to average
2024/25 (revised)	52%	62%	Below
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	67%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (revised)	67%	75%	Below
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Below
2024/25 (revised)	65%	72%	Below
2023/24 (final)	61%	72%	Below
2022/23 (final)	71%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (revised)	70%	74%	Close to average
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	81%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	46%	Below
2024/25 (revised)	40%	47%	Close to average
2023/24 (final)	25%	46%	Below
2022/23 (final)	41%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	60%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	59%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	59%	Below
2024/25 (revised)	60%	59%	Close to average
2023/24 (final)	31%	58%	Below
2022/23 (final)	45%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	60%	Below
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	38%	59%	Below
2022/23 (final)	55%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	68%	-31 pp
2024/25 (revised)	40%	69%	-29 pp
2023/24 (final)	25%	67%	-42 pp
2022/23 (final)	41%	66%	-25 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-23 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	59%	78%	-19 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	78%	-31 pp
2024/25 (revised)	60%	78%	-18 pp
2023/24 (final)	31%	78%	-46 pp
2022/23 (final)	45%	77%	-32 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	80%	-31 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	38%	79%	-42 pp
2022/23 (final)	55%	79%	-25 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.5%	5.2%	Above
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	7.2%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	21.9%	13.3%	Above
2023/24 (3 term)	18.4%	14.6%	Above
2022/23 (3 term)	22.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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