

Springfield Primary School

Springfield Road, Moseley, Birmingham, B13 9NY

Inspection dates 12–13 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Senior leaders have failed to tackle weaknesses in teaching and pupils' achievement. As a result, overall attainment at the end of Year 6 has declined.
- Arrangements for checking the work of teachers are inadequate. Teachers are not told what they need to do to help different groups of pupils reach higher standards.
- Pupils' achievement is inadequate because pupils make insufficient progress in the Nursery and in Years 1, 3, and 4. Rates of progress are variable in Year 5.
- Teachers have low expectations for pupils' achievement. They do not plan suitable activities for pupils of different abilities or for pupils who are in the early stages of learning to speak English. Activities across different subjects are either too simplistic or too difficult.
- Teachers' marking is poor. Contrary to school policy, some work is unmarked. Consequently, pupils do not always know how to correct errors in their work.
- Sometimes, a few teachers do not encourage or give girls the chance to participate fully in lessons; this is particularly the case during class discussions.
- The children in the Nursery class are not always taught by a qualified teacher. The overall provision for the early years is inadequate.
- A significant minority of pupils do not behave well during break times or as they move around school. Some pupils comment on skin colour during disagreements with other pupils. A few lunchtime supervisors do not respond quickly to pupils' concerns.
- The use of pupil premium funding is inadequate. Gaps between the attainment of disadvantaged pupils in the school and pupils nationally increased in 2014.
- Governors have raised concerns about pupils' achievement but have not held all senior leaders sufficiently to account. They have not ensured that leaders and teachers help all groups of pupils achieve well.

The school has the following strengths

- There is some good teaching that is helping pupils to make rapid progress. This is particularly the case in Reception, Year 2 and Year 6.
- The year leaders for Reception, Year 1 and Year 2 have an accurate view of teaching and pupils' achievement and where further improvements are required.
- The majority of pupils behave generally well in lessons and are keen to learn.
- Staff ensure that pupils feel safe in school and follow correct procedures in response to concerns about individual pupils.
- Pupils enjoy participating in different sporting activities, art, music, and visiting different places. These activities effectively promote pupils' spiritual and cultural development.
- Attendance is improving and is close to the national average.

Information about this inspection

- The school was inspected under section 8 of the Education Act 2005 because of concerns regarding pupils' achievement and the quality of leadership at the school.
- Inspectors observed learning in 31 lessons. In addition to lesson observations, inspectors spent approximately six hours briefly visiting lessons to talk to pupils about their work. During this time, they also reviewed pupils' work with the headteacher and deputy headteacher.
- Inspectors listened to pupils read, met with groups of pupils and observed lunchtime and break times.
- Meetings were held with the headteacher, deputy headteacher, other senior leaders, and members of the governing body. A telephone conversation was held with a representative of the local authority.
- Inspectors spoke informally to parents during the inspection. There were insufficient responses to the Ofsted online questionnaire, Parent View, for these to be made available to inspectors.
- Inspectors observed the school's work and looked at a wide range of documentation including information relating to pupils' achievements, minutes of governing body meetings, safeguarding documentation, written feedback to teachers following lesson observations and reviews of pupils' work, and the school improvement plan.
- Inspectors reviewed 56 responses to the inspection questionnaire returned by staff.

Inspection team

Usha Devi, Lead inspector

Her Majesty's Inspector

Michael Onyon

Additional Inspector

Suha Ahmad

Additional Inspector

Linda Rowley

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is larger than the average-sized primary school.
- At 17%, the proportion of pupils who are disabled or have special educational needs is comparable to the national average.
- A higher-than-average proportion of pupils are disadvantaged and eligible for support through the pupil premium (additional funding for pupils known to be eligible for free school meals or in care).
- Just over 80% of pupils are of Pakistani heritage, with the remainder from other minority ethnic groups.
- Almost three quarters of pupils speak English as an additional language. This is much higher than the national average. Approximately 7% of pupils are in the early stages of learning to speak English.
- The early years is made up of a morning and afternoon Nursery and three full-time Reception classes.
- The 2014 end of Key Stage 2 provisional results show that the school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current deputy headteacher joined the school in September 2013.
- In September 2014, the governing body appointed an assistant headteacher from within the school. At the same time, a class teacher from within the school was given responsibility for leading developments in mathematics. Two class teachers were given responsibility for leading developments in English in Key Stages 1 and 2.
- An assistant headteacher took temporary responsibility for overseeing provision for disabled pupils and those who have special educational needs in September 2014.

What does the school need to do to improve further?

- In order to ensure pupils achieve well in all year groups, improve the quality of teaching so that it is consistently good and better by making sure that:
 - all teachers have high expectations of pupils achievement and plan activities that are suitably challenging for the most-able pupils, those that are disabled and have special educational needs, and those that are in the early stages of learning to speak English
 - activities in all subjects help pupils to practise, extend or learn new skills
 - activities in the Nursery are purposeful and move children's learning on
 - all staff include girls in class discussions and give them time to respond to questions
 - teachers give pupils clear guidance on how to improve their work when marking.
- Improve pupils' behaviour by making sure that:
 - all adults have high expectations of pupils' behaviour, particularly as pupils move around the school and during break times
 - all pupils learn to resolve disagreements without resorting to using inappropriate and hurtful language
 - lunchtime supervisors respond quickly to any concerns pupils may have and encourage pupils to co-operate and play together.
- Improve leadership and management, including governance, by making sure that:
 - all leaders have the skills required to carry out their roles effectively and are held to account for the difference they make to teaching and pupils' achievement
 - leaders effectively check the impact of teachers on the learning of different groups of pupils, and identify the precise actions individual teachers should take to help pupils make rapid progress

- senior leaders provide governors with pertinent information about the achievement of different groups of pupils, so that governors can effectively hold all senior leaders to account for the progress of different groups of pupils
- pupil premium funding is specifically targeted at meeting the learning needs of disadvantaged pupils
- pupils in the Nursery are always taught by a qualified teacher.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- School leaders have an inaccurate view of the school's effectiveness. For too long, senior leaders have not ensured all pupils have an equal opportunity to succeed. They have ignored the school's own information about pupils' achievement, which shows significant proportions of pupils making inadequate progress as they move through the majority of year groups in the school.
- Almost half of the teachers in the school are paid additional money to lead year groups, subjects or specific aspects of the school's work. However, they are not sufficiently held to account for their impact on teaching and pupils' achievement. Some of these leaders are hindering improvements in the school. They have low expectations for pupils' achievement and do not have the skills required to improve the practice of individual teachers or challenge poor teaching.
- Some teachers with leadership responsibilities are relatively new to their roles and not sufficiently involved in analysing the information about pupils' achievement and checking the work of teachers. This is hindering their ability to contribute to school improvement, particularly in reading, writing, mathematics, and the provision for disabled pupils and those with special educational needs.
- The systems for managing teachers' performance are inadequate. Some teachers told inspectors that leaders do not tell them what they need to do to improve their teaching and help pupils make better progress. The notes written by senior leaders following lesson observations and reviews of pupils' work confirm this to be the case. The feedback to teachers lacks precision and does not place enough of an emphasis on the impact of teachers on the achievement of different groups of pupils.
- Pupil premium money is not used effectively to support the learning of disadvantaged pupils. For instance, this year £45,000 has been allocated for year group leaders to come out of class and support and check the work of colleagues. However, since September no one has checked the difference year group leaders are making to teaching and pupils' achievement.
- Pupils learn about democracy and tolerance and are appropriately prepared for life in modern Britain. However, not enough is done to tackle discrimination and to ensure all pupils behave well. Some older boys use racist names during disagreements. A few teachers do not always give girls the same chance to take part in classroom discussions as boys. Pupils enjoy art, music and visits to places such as the local theatre. Such activities effectively encourage pupils to be creative and curious, and they broaden pupils' experiences. Pupils have a secure understanding of faiths that are different from their own.
- A revised curriculum has been introduced, and leaders acknowledge that further training is required to help teachers teach different subjects more effectively. In pupils' 'topic' books, inspectors found pupils of different abilities completing exactly the same work and undertaking simple activities such as colouring-in templates, and joining up numbered dots. These activities hinder pupils' learning in different subjects because they do not help pupils to practise, extend or learn new skills. In contrast, inspectors were shown examples of work showing pupils in Year 6 making good gains in their knowledge, skills and understanding across a wide range of subjects.
- The primary physical education sports funding has successfully increased opportunities for pupils to experience a wide range of sports. Increasing proportions of pupils are taking part in local sporting competitions. The school's sports coach effectively helps pupils to improve their skills and techniques during physical education (PE) lessons and before- and after-school clubs.
- The year leaders for Reception, Year 2 and Year 6 have an accurate understanding of strengths and weaknesses in teaching and pupils' achievement and the priorities for improvement in their year groups. The impact of their work can be seen in the better rates of progress in these year groups. During the inspection, senior leaders reviewed pupils' work and discussed the quality of teaching with inspectors. While there was some variation in the accuracy of leaders' evaluations of teaching, the deputy headteacher accurately identified specific weaknesses and the actions that need to be taken to improve teaching in the school.

- Leaders and staff have received minimal support and guidance from the local authority. It has been a 'light touch' school because it was judged 'good' at the previous inspection and prior to 2014 overall standards had been similar to or above the national average. Consequently, the local authority has not been aware of the decline in achievement and teaching within the school.
- Most parents that met with inspectors were positive about the work of the school. They told inspectors that staff are approachable and listen to any concerns they may have. Celebration assemblies and workshops to help parents support their children's learning at home are increasingly well attended.
- The school meets statutory requirements for keeping pupils safe.
- Newly qualified teachers should not be appointed by the school.
- **The governance of the school:**
 - Governance is ineffective. Members of the governing body are not aware of the extent of underachievement in the school. This is because school leaders do not provide them with detailed information about the progress of different groups of pupils in all year groups.
 - Governors have asked questions about the performance of different groups of pupils, but too readily accepted what they have been told about teaching and pupils' achievement by senior leaders. During their visits to classrooms and discussions with leaders, governors have not focused enough on the achievement of specific groups of pupils.
 - In the past, governors have rightly queried and raised concerns about the school's approach towards the performance management of teachers. Previously, pay rewards for individual teachers were linked to the achievement of less than half of the pupils in their class. Despite their concerns, governors continued to sanction pay rises even though significant proportions of pupils were not making enough progress. Since September, this approach has been changed and teachers' pay is more closely linked to the achievement of all pupils in the class.
 - Governors know broadly how pupil premium funding is spent but do not know if it is making enough of a difference to pupils. This is because senior leaders have not provided them with information required to check its impact.
 - Governors have not ensured the statutory requirement that children in the Nursery are always taught by a qualified teacher is met.

The behaviour and safety of pupils are inadequate

Behaviour

- The behaviour of pupils is inadequate. A significant minority of pupils, particularly boys, do not behave well around school. Inspectors observed some pupils running out of the hall, bumping into others, and climbing on PE equipment at the end of assemblies. Although there were adults in the assembly hall, at no point were pupils asked to behave correctly. Sometimes, older pupils push past adults and younger pupils instead of holding open doors for them when leaving the school building.
- Some older boys are boisterous and take over the playground. For instance, inspectors observed a boy deliberately hitting a group of children with a ball. Girls told inspectors that a few boys sometimes use racist names, swear, and occasionally bully others. They also told inspectors that, while teachers respond quickly to their concerns, a few lunchtime supervisors do not.
- Not all adults have high enough expectations of pupils' behaviour. Some allow pupils to waste valuable learning time by returning late from break times. Neither do all teachers challenge the occasional incidents of low-level disruption, such as taking too long to settle down to tasks or chatting while an adult is talking.
- In most lessons, most pupils' behaviour is generally positive. The majority of pupils listen carefully, work well with others and continue with their work even when the activities lack challenge or are too difficult.

- School leaders do not analyse records of behaviour incidents. Therefore, they do not know if pupils' behaviour is improving, or how well different teachers use rewards and consequences to encourage pupils to behave well.

Safety

- The school's work to keep pupils safe and secure requires improvement. While older pupils know how to keep themselves safe in different situations, such as when using the internet, younger pupils are not as secure with their understanding of different types of bullying and how to manage their safety.
- Pupils say they feel safe in school. Parents who spoke with inspectors agree. Staff have received appropriate training and follow correct procedures in response to any concerns they may have about individual pupils.
- Staff keep a close check on pupils' attendance and use a suitable range of rewards to encourage pupils to attend regularly. Attendance is improving and is now broadly similar to the national average for primary schools. The proportion of pupils regularly missing school regularly continues to reduce.

The quality of teaching is inadequate

- Teaching over time has failed to ensure that pupils in all year groups achieve well. It is particularly weak in the Nursery and Years 1, 3 and 4. Teaching is of variable quality in Year 5.
- Activities for the most-able pupils are often too easy and do not enable them to deepen and extend their thinking. Pupils are frequently asked to complete the same activity as their peers before moving on to more challenging activities. This is especially the case in subjects such as mathematics, history and geography. During the inspection, a few teachers did not have additional work for the pupils who finished their work, so pupils were told to read a book until the end of the lesson.
- Pupils with disabilities, those who have special educational needs and those at an early stage of learning English do not make enough progress over time because their activities are often too difficult. Work in pupils' books and discussions with pupils confirm that these pupils often copy information and words from worksheets that they cannot read and do not understand.
- Some teachers allow boys to dominate discussions during lessons. They do not always give girls sufficient opportunities or time to respond to questions or share their views. This inhibits girls' progress.
- Basic writing skills are not well taught. Pupils frequently make spelling errors, do not use punctuation and grammar correctly, and do not make sure that their sentences make sense. Teachers do not ensure that pupils have enough opportunities to practise and extend their writing skills, especially in Year 1.
- Mathematical activities do not sufficiently build on pupils' previous learning or help to deepen pupils' understanding. When reviewing pupils' work, inspectors found regular occurrences of pupils repeating work that they already understood and answering simple calculation questions. Pupils have limited opportunities to extend and deepen their mathematical knowledge.
- The teaching of reading is inconsistent. Adults do not always model letter sounds correctly. Consequently, pupils do not always pronounce words correctly when they read. In response to the low standards attained by Year 6 pupils in reading last year, teachers in Key stage 2 are increasingly encouraging pupils to read a range of literature and to help pupils understand what they are reading. The impact of this on pupils' achievement in reading in all year groups has yet to be seen.
- Teachers' marking in most classes is ineffective and leads to pupils repeating errors in their work. Inspectors found examples of work that, contrary to school policy, had not been marked, and a few instances of words misspelled by teachers. Marking is particularly strong in Year 6, where pupils receive specific guidance on how to improve their work.

- Pupils in most year groups do not take pride in the presentation of their work. Teachers allow them to scribble and produce untidy work across different subjects. Pupils' work in Year 6 is particularly well presented, with pupils writing neatly across all subjects.
- Teaching over time is effective in Years 6 and 2 and so enables pupils to achieve well. In the main, teaching in these year groups is characterised by high expectations of pupils of all abilities. Well-planned activities ensure pupils move quickly on in their learning and make strong gains in reading, writing and mathematics.

The achievement of pupils

is inadequate

- The rapid progress that pupils make over time in Reception, and Years 2 and 6 masks the considerable variations in progress throughout the rest of the school. Pupils, including the most able, those at the early stages of learning English, those with special educational needs and the disadvantaged do not make enough progress in the Nursery, and in Years 1, 3 and 4. Progress in Year 5 varies across classes and subjects, with rates of progress ranging from good to inadequate.
- Not enough pupils met the expected outcome in the Year 1 check on early reading skills in 2014. A lower proportion of girls than boys met the expected outcome. Weaker readers in Year 1 struggle to use the sounds that letters make (phonics) to help them read unfamiliar words.
- In 2014, attainment at the end of Year 2 was in line with the national average in reading, writing and mathematics. The proportion of pupils reaching the higher Level 3 was just above the national average in writing and mathematics and just below average in reading.
- Overall attainment at the end of Key Stage 2 declined from the previous year. The attainment of pupils who left Year 6 in 2014 was significantly below the national average in reading. It was average in mathematics, writing and in the test for English, grammar, punctuation and spelling. Girls attained less well than boys and girls nationally in writing and the spelling, punctuation and grammar test. From their starting points in Year 2, the Year 6 pupils overall made the progress they should in reading and accelerated progress in writing and mathematics.
- The attainment gap between disadvantaged pupils in Year 6 and between other pupils in the school and other pupils nationally increased in 2014. The attainment of disadvantaged pupils was approximately two terms behind other pupils in the school in mathematics, one and a half in writing and one in reading. In comparison to other pupils nationally they were approximately one term behind in mathematics and two and a half in reading and writing.
- Disabled pupils and those who have special educational needs and pupils who are at an early stage of English do not make enough progress. Their activities are not sufficiently well matched to their learning needs and they do not always receive effective support when working with an adult in the classroom. In one example, an adult working with a group of special needs pupils told them exactly what to write. The pupils did not have to think for themselves.
- The most-able pupils do not make the progress of which they are capable, or reach the standards they should. This is because in too many classes teachers' expectations of what these pupils can achieve are too low.
- Work in pupils' books and visits to lessons confirm that pupils in Years 2 and 6 make rapid progress in reading, writing and mathematics. This is because teaching in these year groups is consistently better than in the rest of the school. Pupils in these year groups also benefit from the extra adult support they receive.

The early years provision**is inadequate**

- Records of children’s achievements when they join the school and across all areas of learning in the Nursery are not comprehensive. The early years phase leader does not know how well different groups of children achieve during their time in the Nursery and does not have an accurate view of strengths and weaknesses in early years provision.
- Teaching in the Nursery does not help all groups of children make enough progress. Planning is weak and does not focus enough on helping children practise and learn new skills, particularly in communication and language, literacy and mathematics. Activities do not always have a clear learning purpose and sometimes fail to capture children’s interest. Despite this, children remain focused on their work.
- Staffing in the Nursery class does not meet statutory requirements. Children in the Nursery are taught by an unqualified teacher for three mornings a week.
- Children catch up quickly with their learning in the Reception classes and are suitably prepared for Year 1 because of effective teaching. The Reception leader, teachers and teaching assistants work together well to ensure activities take into account children’s different starting points. A group of children were particularly keen to retell the story of, ‘Jack and the Beanstalk’ and show inspectors their writing. The children had written simple sentences and used their knowledge of phonics to spell some words correctly.
- There are occasions when children’s progress slows in the Reception classes. Adults sometimes miss opportunities to extend children’s learning while they are working on their own.
- Children behave well in the Nursery and Reception classes. They share equipment, listen carefully and follow instructions. Children are well cared for and safe, and follow established routines. For instance, they know how many children can safely use large apparatus and the different areas in the hall, playground and classroom at any one time.
- The outdoor woodland area gives children the chance to explore the natural surroundings, be creative and use their imagination. The deputy headteacher has rightly identified that the cushioned section of the outdoor playground surface is in urgent need of repair.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134083
Local authority	Birmingham
Inspection number	464550

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	682
Appropriate authority	The local authority
Chair	Roger King
Headteacher	Christopher Webb
Date of previous school inspection	10 October 2011
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