

Summary

- To be a child at this school is to be surrounded by care and kindness. Staff and pupils treat each other with mutual respect in a school where each pupil is valued as an individual.
- Pupils make strong progress from their starting points on entry. In the lively and stimulating Early Years classes, children settle quickly and make rapid progress in developing their knowledge and skills. A skilled and knowledgeable identification of needs and an Early Years team that listen, talk and respond, underlie the successful promotion of children's speech and language.
- There are particular strengths in teaching evident in each of the school's three key stages. Teachers know pupils well and use assessment effectively to pitch activities that challenge pupils of all abilities.
- Pupils' achievement in the core subjects of reading, writing and mathematics compare favourably with other Jersey schools, particularly in the high success rates of those eligible for Jersey Premium.
- Pupils' achievement across the foundation subjects does not always match the high standards seen in the core subjects and we recommend that senior and subject leaders continue to work to improve this aspect of the school.
- Support staff play an important role in pupils' achievement, they are quick to adapt teaching strategies, they consistently offer timely praise and encouragement and celebrate pupils' successes.
- Pupils' mature and thoughtful approach to school life and the way that they keep an eye out for each other is a very special part of this school. Behaviour in lessons and around school creates a positive and hard-working atmosphere on the vast majority of occasions.
- The headteacher, ably supported by senior and subject leaders, has successfully developed an environment that embodies the school's values of 'care, aspire and achieve'. Moving forwards, leaders at all levels have an accurate understanding of the strengths and areas to develop and have shown the capacity to maintain the high standards and continue to improve pupils' achievement.

Full report

Achievement

- Children in nursery and reception classes make strong progress from their starting points on entry to the school. Pupils' journey of learning and development continues well as they move across the school so that pupils leave the school at the age of eleven with levels of attainment in French, reading, writing and mathematics that compare favourably with all Jersey mainstream schools.
- A considerable strength of the school's provision is the high-quality support that those pupils entitled to Jersey Premium receive. As a result, a far higher proportion of pupils entitled to Jersey Premium achieve well in reading, writing and mathematics than the averages for Jersey.
- Pupils make particularly strong progress in reading because the school takes care to promote a love of reading and of books. Engaging and stimulating reading resources are plentiful across the school. Staff take care to provide those at an early stage of reading with texts well matched to their developing phonological abilities. Lower attaining pupils in year 2 are confident in the way that they systematically apply segmenting and blending skills to read unfamiliar words.
- Some children arrive with comparatively low levels of communication and language on entry to the school. Children are quickly immersed in language, with staff taking every opportunity to listen, talk, read aloud, sing songs and share ideas. The swift and professional identification of children's speech and language needs is followed up with additional support in place soon after children arrive. Unsurprisingly, children in the Early Years make rapid progress in developing their speaking and listening skills.
- Pupils with special educational needs achieve well because they are provided with support that is closely tailored to their educational, social and emotional needs in the vast majority of classes. This is a highly inclusive school in which pupils and staff are incredibly respectful and thoughtful in their approach to learning. Where children have challenging complex needs the pupils are well supported and this is reflected in the comments of pupil peers who were well informed about inclusion.
- The school's strong care and attention has a positive impact on the achievement of pupils who speak English as an additional language so that outcomes by the time they leave the school are above Jersey averages. Pupils quickly develop their confidence and understanding of English. For example, we observed a strong promotion of communication and language in an Art lesson with pupils, irrespective of their command of English language, wanting to express their ideas and where each pupil took a turn speaking aloud.
- At this early stage of the academic year, our scrutiny of pupils' work in their books confirms that pupils' achievement in foundation subjects is sound overall and work seen demonstrates how teachers are following medium term planning; however, leaders recognise that there is scope in some foundation subjects for further development to broaden pupils' knowledge and skills. For example, a key priority in the school development plan is to develop the quality of computing. Training sessions are scheduled across this year to develop staff confidence and increase the breadth of pupils' achievement by providing more opportunities to write computer programmes to solve problems and increase pupils' knowledge of algorithms and data representation.

Behaviour, personal development and welfare

- Children in nursery and reception are quick to follow adult guidance and from an early age are encouraged to show consideration for each other. Routines are established quickly, with children in the Nursery responding well and settling quickly into school life within welcoming and friendly classes.
- This pattern of good behaviour continues across the school where typically pupils work well together, sharing learning resources and move sensibly into groups so that little learning time is lost.
- On a small minority of occasions some staff do not set the highest of expectations usually seen across the school and miss opportunities to swiftly address small incidents of low level off task behaviour.
- All parents who responded to the parental survey are strongly supportive of the way the school manages behaviour and all agree that their child feels safe and is happy at this school.
- Pupils of all ages demonstrate very high levels of personal development. A true reflection of this is apparent in pupils' thoughtful interactions and caring relationships with each other throughout the school day as a result of an embedded culture of care.
- Parents and pupils recognise and appreciate the excellent levels of care and consideration that staff provide. A statement from a pupil that 'My calm place is anywhere a teacher is, or when they are nearby' tells only half of the story. Teaching and support staff place children's well-being as a priority. For example, the care and attention shown to pupils with special educational needs is a notable feature of the school's inclusive and caring approach.
- Pupils show high levels of positive engagement in a wide range of activities and are quick to contribute their responses. From the time they start, pupils are provided with strong support and encouragement that helps to develop their self-esteem and confidence. As a result, pupils are prepared to take risks in lessons, freely contribute their ideas and are prepared to 'have a go'. Staff's support and consistent encouragement of this culture has a very effective impact on learning.
- The school environment provides several lively and engaging displays helping to develop pupils' understanding of a range of faiths, culture and languages. Assemblies are seen as a positive in the promotion of their spiritual, moral and cultural development, with pupils valuing the clear explanations they are given about the rewards and the school's emphasis on positive aspects. They are proud of how respectful different pupils are of different races and religions.
- Children are welcomed warmly by key staff on the gate at the start and end of the day, demonstrating a continuity of care and strong links with families and carers. The well-established breakfast club and after school provision is well attended and contributes to wrap around care provided by the school, ensuring children in this group start their day calmly and are well supported.
- Pupils show pride in their work with high, consistent standards of presentation across the vast majority of classes. During formal and informal conversations, pupils show considerable pride in their school and struggle to identify any areas to improve or develop.

Effectiveness of teaching

- From a stimulating and engaging start to school life across the Early Years, pupils regularly benefit from high quality teaching that engages them and motivates them to succeed. There are particular strengths in the teaching of reading, writing and mathematics in each of the three key stages as pupils move through the school.
- Across the school, staff know pupils well and are quick to offer individual praise and value pupils' responses. We observed how year 6 pupils are encouraged to consider how to improve their writing and, in focusing closely on how best to engage an audience, teachers give pupils confidence in their ability to be capable and exciting writers.
- Similarly, support staff working with pupils with special educational needs are attentive to their learning needs but are careful not to provide answers that might prevent pupils thinking for themselves. Instead, staff across the school encourage and re-explain teaching points so that all pupils, including pupils with special educational needs and those eligible for Jersey Premium, quickly develop their understanding. Staff are confident to use the most effective teaching approach in supporting pupils with specific educational needs.
- Marking and assessment are used well to identify pupils' misconceptions and to provide additional support. Higher attainers are effectively stretched through formative assessment that identifies pupils' prior knowledge and skills and challenges them to develop further. Teaching and support staff make effective use of ongoing assessment to provide timely feedback and adapt activities to meet pupils' need. For example, pupils absent from a learning activity the previous day were provided with a quick intensive 10-minute catch up session before re-joining the class and they were then able to complete the same activity as their peers.
- Teachers use a wide range of strategies to ensure pupils are provided with clear examples of good quality outcomes. In addition, teachers use time constraints well to challenge pupils to maintain their concentration and application and complete activities at an appropriate pace.
- Staff in the Early Years provide a wide range of engaging and stimulating activities that have a notable impact on children's achievement. Children show high levels of concentration and enjoyment as they move freely indoors and outside, pouring water down a chute, applying paint with brushes and discovering mini beasts. Adults engage in children's imaginative play well and make good use of a rolling snack time to listen to individual children and share ideas, promoting children's imagination and interest well.

Effectiveness of leadership and management

- The headteacher has had considerable impact in securing improvements in the school's performance and particularly in embedding an all-encompassing culture of care and consideration for all pupils. The headteacher's effective leadership is supported well by a committed senior leadership team and by developing strengths in subject leadership. All staff report in the staff survey that they are proud to be a member of this school.
- Passionate and well-evidenced leadership of provision for pupils with special educational needs results in clear and consistent expectations and has helped to secure individualised support for pupils. Staff training and professional development in this area have enabled teachers and support staff to have a positive impact on the learners they support.
- Senior leaders make effective use of monitoring to develop a secure understanding of the school's strengths and areas of development. As a result, the school development plan addresses the key priorities well and appropriately sets out a series of actions to improve. Resources, timescales and evaluation of progress by different members of staff are all clearly identified in the school development plan. However, the inclusion of clearer quantifiable and qualitative criteria in the school development plan would help evaluate how effectively the development plan's actions are having the intended impact on key groups of pupils.
- The school have effectively addressed key recommendations from the previous review, most notably in improving pupils' personal and social development and enhancing pupils' ability to work cooperatively. Pupils across the school now willingly contribute their ideas and express their views, showing very high levels of cooperation and collaboration which has a significant impact on their achievement.
- The school has developed a robust cycle of monitoring as part of the process of extending subject leaders' roles and responsibilities. Subject leaders across all foundation subjects have recently produced evaluations on the use of medium-term planning, the quality of teaching and pupils' learning, providing them with a stronger sense of the strengths and weaknesses in their subject. Whilst curriculum provision in the foundation subjects has improved as a result of developing subject leadership, the school recognises that some subjects require continued development.
- Safeguarding is effective. The school's approach to safeguarding is thorough, child-centred and multifaceted. Cross agency work is the norm and communications are open, challenging when needed, and always focused on solutions and causes for concern. There is a real sense of valuing families and understanding the challenges they are facing.
- Strong leadership has helped to maintain the quality of the Early Years provision. Staff are very responsive to children's development, particularly in the levels of care they provide and the attention they pay to developing children's communication and language. Staff work as a close and supportive team in an environment where children are provided with engaging and stimulating activities indoors and outside that help them thrive.

Recommendations

The school should take the following actions.

1. Develop pupils' achievement across all foundation subjects so that it consistently matches the high standards pupils currently achieve in reading, writing and mathematics, in particular by encouraging teachers' increasing use of digital technology and data logging.
2. Build on the existing considerable strengths in the application of behaviour management strategies to ensure all staff act swiftly to address any variations in behaviour and maintain the very highest standards.
3. Replicate the emerging strengths in subject leadership across all foundation subjects to further drive improvement.

Information about the school

Age range of pupils:	3 to 11
Gender of pupils:	Boys and girls
Number of pupils on the school roll:	222 (of these 26 attend the nursery)
Date of any previous Jersey review:	27 to 29 June 2017

- Springfield School has one class in all year groups except year 6, where there are two. There is also a nursery class on the school site.
- A large proportion of pupils, well above the average for Jersey mainstream schools, receive Jersey Premium funding.
- Around one half of all pupils, well above the average for Jersey mainstream schools, speak English as an additional language.
- The proportion of pupils with special educational needs is broadly similar to mainstream Government of Jersey schools.
- The school has no governing body.
- The school provides care for pupils both before and after the school day.

Information about the review

- 29 lessons (or parts of lessons) were observed. The work of teaching assistants during phonics sessions was also sampled briefly.
- A large sample of the work of pupils was considered.
- Discussions were held with groups of pupils about their work and the way the school ensures their safety and wellbeing.
- A small sample of pupils read to reviewers and discussed their reading.
- Pupils were observed during break times and as they moved around the school.
- A tour was made of the school's site to check its security and safety.
- Extended discussions were held with school leaders at various levels and with the site supervisor.
- The school's published assessment data were analysed and taken into account.
- A wide range of documents was considered.
- The review considered the results of surveys of parents and staff, which had previously been conducted by the school.

The review team

The review team consisted of three reviewers and was led by an experienced off-Island consultant. The other reviewers included a senior adviser from the Department for Children, Young People, Education and Skills and a peer reviewer.

Enquiries about this report should be addressed to the Head of School Improvement and Advisory Service, Department for Children, Young People, Education and Skills, Highlands Campus, PO Box 142, St Saviour, Jersey JE4 8QJ.