
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Springfield School
School Address:	Central Road, Drayton, Portsmouth PO6 1QY
Hub School:	Portsmouth Hub

Telephone Number:	02392379119
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Unique Reference Number:	116461
Local Authority:	Portsmouth
Type of School:	Secondary
School Category:	Maintained moving towards Academy status
Age range of students:	11-16
Number on roll:	1133
Head teacher/Principal:	Sara Spivey

Date of last Ofsted inspection:	3 February 2016
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	1-2 February 2017
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Good
Outcomes for Pupils:	Good
Quality of Teaching, Learning and Assessment:	Good
Area of Excellence:	None identified

Overall Review Evaluation

The Quality Assurance Review found indicators that Springfield School appears to be at the top of the Good grade as judged by Ofsted in the school's previous Ofsted of 3 February 2016 and is working towards Outstanding.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- This is a larger than average secondary school.
- Most students are of White British heritage.
- The percentage of students with English as an additional language is below that seen nationally.
- The school is in the process of forming a Multi Academy Trust with a local infant school and a junior school.
- The profile of the prior attainment band of the majority of students is moving towards being above average with nearly 50% of students entering with higher prior attainment.
- The proportion of students eligible for pupil premium funding is below that seen nationally but is steadily increasing year on year.
- The proportion of students identified as having special educational needs and/or disabilities is below the national average.
- The school offers a broad and balanced curriculum with extended learning sessions after school.
- The school has a wide range of partnerships including local businesses, the teaching school alliance and Portsmouth and Chichester Universities.

School Improvement Strategies

What went well

- Self-evaluation is thorough and accurate with clear strategies identified to accelerate the progress of all groups of students especially those eligible for pupil premium funding.
- Action planning is detailed, well communicated to staff and is based upon a thorough analysis of data. The school knows itself very well because of the rigorous monitoring of all aspects of provision.
- The Disadvantaged Pupil Improvement Plan highlights many of the key factors central to improving outcomes. Leaders in charge of this aspect of provision have an unrelenting drive to overcome academic and social inequalities. Recently introduced systems such as checking attendance of these students are already paying dividends with students wanting to improve their attendance because they feel well supported in school.
- The school's clear strategy for developing a 'whole-school' approach to ensuring that disadvantaged students make better progress is well known by all staff. A key feature of lessons is the targeted questioning of disadvantaged students and the most-able. This is having a positive impact on developing their higher order thinking skills enabling them to work in greater depth in most subjects.

- The expertise and undeterred ambition of the senior leadership team has the potential to move the school to outstanding as demonstrated by strong and effective systems of school improvement which are well understood by all staff.
- The headteacher has ensured that all leaders are developing the skills to carry out their leadership duties effectively. Where departmental progress is strong, leaders are able to execute their duties expertly and help staff improve progress for different groups of students. There is also a tangible sense of passion for making a difference to young people's lives.
- PGAP (Pupil group action planning) meetings are detailed and informative and identification of individuals and groups not making the ambitious progress expected is quickly identified with plans put in place to accelerate learning.
- Best practice is shared among staff and this has led to improved questioning and regularity of marking of disadvantaged students work in lessons.

Even better if ...

... all teachers used information from the many assessments that the school has to identify key skills students require to move them forward in their learning.

... improvement planning at all levels demonstrated a greater link to student outcomes.

... barriers to learning for disadvantaged students were clearly identified and more targeted, timed interventions were in place to accelerate their progress.

Pupil Outcomes

- Progress of students by the end of Key Stage 4 is in line with national – the progress 8 score for all students in 2016 was 0.
- The attainment of all students was above the national average in 2016.
- Science and Languages achieved results for Key Stage 4 in 2016 that placed them in the top 10% nationally for 'all students' for progress.
- The performance of students, particularly that of disadvantaged students, is analysed thoroughly by most departments and achievement leaders know the groups and individuals within them that need to be targeted for extra support.
- According to the school's own data, the majority of students make good progress from their starting points due to the thorough analysis of their work both in lessons and in test results. The school is aware that boys do not do as well as girls and that there is still an issue around providing more challenge for students of higher prior attainment.
- The school has secure systems for tracking the progress of different groups based upon their prior attainment. An excellent model of linking attainment to attendance and behaviours for learning was seen in Year 11. This model now needs to be

embedded through all faculties to ensure even greater focus on the progress of students with different starting points.

- Teachers maintain seating plans that record the latest performance data for students and these are well used in lessons contributing to the fast gains that students make in their learning.
- There is variance in how accurately students are able to report their targets, and also their latest working grades. Some students can articulate their knowledge and understanding effectively, and are able to talk with precision on what they need to do to improve their current performance.
- Data shows that the progress of disadvantaged students is below the national average for all students with a progress 8 score of -0.8. This figure was adversely affected by three students who were educated elsewhere but there remained a number of other students who performed below the national average. The school is well aware that there is still room for improvement in the systems to accelerate the rates of progress for these students.
- Whilst the school understands its own data, it is not presented in a manageable and easy format for scrutiny by others. For example it is not clear whether the school expects to achieve better results this year, particularly for disadvantaged students. Nevertheless the school has a track record of accurate final predictions.

Quality of teaching, learning and assessment

What went well

- Teachers have strong subject knowledge, give concise explanations and use time effectively in lessons. This is having a positive impact on the progress of all groups of students.
- The vast majority of teachers display passion and confidence in teaching their subject. In the best lessons seen, staff were taking risks pushing students to become inquisitive learners.
- Relationships between teachers and students are outstanding and students feel safe in lessons knowing they will get the support they will need in overcoming obstacles to learning. This leads to secure behaviours for learning and improved attendance.
- Behaviour of students is exemplary in lessons and around the school allowing learning to take place at every opportunity. Poor behaviour is picked up quickly and effectively allowing learners not to be distracted.
- The leaderships' focus on developing staffs' questioning skills is paying dividends as in parts of lessons seen during the review all groups of students, particularly disadvantaged students, were effectively challenged.
- The recent pro-forma devised for planning lessons has helped focus teachers' attention on differentiation. Where these pro-formas are used, students are able to access learning and make good progress in relation to their prior attainment.

- The school's focus on differentiation is paying dividends. In Key Stage 3 geography lessons, differentiation was evident in the learning outcomes, resources and activities. In Key Stage 3 English lessons, modelling and scaffolding were key features of lessons enabling all prior attaining groups to make accelerated progress.
- Teachers use time effectively for the preparation of activities and resources to ensure that tasks set meet the needs of the students. Students say they enjoy their lessons but that the format of lessons is very predictable and they would appreciate some variety.
- In the strongest lessons, good opportunities are provided for developing literacy. A tight focus on ensuring correct use of technical vocabulary is evident in students' corrections of their work.
- Increasingly good links are made between numeracy and science.
- Classroom and corridor displays provide a text rich environment with examples of key terms in literacy and examples of numeracy across the curriculum especially in science and geography. The school places a high focus on ensuring that students are encouraged to read.

Even better if ...

... teachers consistently checked the understanding of all pupil groups, especially lower attaining boys and the highest attaining students and adapted the sequence of lessons accordingly.

... teachers eliminated the overuse of worksheets in some subjects, especially history and English, in order to promote further opportunities for extended writing.

... teachers insisted on better presentation of students work, especially the work of lower attaining boys.

... teachers consistently identified the precise skills that different groups of students need to acquire in order to accelerate their progress.

... better use was made of tutor time by using the expertise of form tutors to develop learning in both literacy and numeracy.

Quality of Area of Excellent Practice

Not identified

The school may wish to consider sharing its systems for improvement planning and entitlement for disadvantaged students once outcomes are more secure.

The school may also wish to share its strategies for accelerating progress for all groups of students in science.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the headteacher, the school would like to reflect further about what support they might like.