



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR SPRINGFIELD SCHOOL

Name of School:	Springfield School
Headteacher/Principal:	Sara Spivey
Hub:	Wootton Bassett
School phase:	Secondary: 11 - 16
MAT (if applicable):	De Curci Trust

Overall Peer Evaluation Estimate at this QA Review:	Not applicable
Date of this Review:	01/11/2023
Overall Estimate at last QA Review	Effective
Date of last QA Review	13/11/2019
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	02/10/2019



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels	Leading
Quality of provision and outcomes	Not applicable

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence	Not applicable
Previously accredited valid areas of excellence	Not applicable
Overall peer evaluation estimate	Not applicable

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

Springfield School is a thriving secondary comprehensive school with 1083 students on roll. The school joined two others to form the De Curci Trust in 2017. There are increasing proportions of disadvantaged students and students with special educational needs and/or disabilities (SEND). The school is proud to cater for the full range of the ability and social spectrum. The numbers of in-year admissions from families moving here from abroad is increasing rapidly, especially associated with places at Portsmouth University.

The school is built around a clear vision and passion for the students in this area, supporting their aspirations and achieving the best holistic outcomes for each student. Leaders aim to develop learners who are empowered to maximise their potential and develop the skills they need to live independent and happy lives.

There is a real commitment to the breadth of curriculum and matching this to the detailed knowledge of each student. The school provides a Key Stage 4 curriculum which offers different pathways that enable everyone to leave with a suite of qualifications that are best for each student.

The second day of the review was held remotely because the school was closed due to storms. Only estimates for leadership at all levels could be completed.

2.1 Leadership at all levels - What went well

- Leaders have high aspirations, passion and a deep sense of care for their students. This means that they take an individualised approach, where relationships with the student and family are at the heart of what they do, whether it is in relation to the curriculum, learning needs, attendance or any other aspect of school life. This core vision and ethos means that students enjoy their time at school and feel valued and listened to. Every student leaves school with at least one qualification and a plan for their onward journey.
- Senior leaders provide time and space for middle leaders to design and deliver continuing professional development for their teams. This allows the middle leaders to deliver bespoke and relevant research-based development. This has helped to ensure consistency of pedagogical approaches, including in large teams. For example, in mathematics the focus has been on embedding 'I do' explicit modelling, and retrieval exercises in English. Both have helped to support student recall of information.
- Middle leaders are a real strength of the school. They lead and develop their teams, holding a pride in the school and an ability to articulate their vision. They make a discernible contribution to implementing, monitoring and refining the curriculum, which can be seen in the learning journeys.

- Leaders have a holistic view of students and their journey through life including life beyond Springfield. This results in high proportions of students entering education or training post 16. The commitment to a strong and aspirational careers programme is exemplified by student alumni returning to school to help the 'next generation' through talks about their experiences.
- An alternative curriculum offer includes strong links with local colleges and other interventions such as 3-5 club and breakfast club. Students leave with qualifications, confidence and readiness for their next step. Consequently, students involved in short-stay programmes have had reduced behaviour incidents, improved attendance and gave positive feedback on programmes that they have taken part in.
- A large variety of extra-curricular activities are offered, with strong take-up, including from disadvantaged students. These opportunities help to prepare students for life in modern Britain.
- There has been a student-led drive to raise the profile of diversity and inclusion within school. Students feel a sense of belonging at Springfield School and have the forum to discuss and influence key issues. Student surveys indicate the positive feelings that students have about their school.

2.2 Leadership at all levels - Even better if...

...leaders developed a rigorous tracking system for the alternative curriculum that supports evaluation of provision and provides a platform to further involve parents.

...leaders drove forward their approach to attendance with staff, students and parents, making use of evidence-led approaches and the city-wide strategy.

3.1 Quality of provision and outcomes - What went well

- A spiral curriculum has been collaboratively designed and implemented, enabling staff to build in scaffolding and challenging activities. For example, the Year 9 confidence scheme of work in mathematics allows the development of core concepts before moving on to the next level.
- There is a coherent literacy strategy linked to staff professional development, which incorporates a literacy learning journey that Portsmouth Education Partnership are taking up for use across the city. This is impacting positively on the quality of student responses. For example, in science a literacy 'do now' task enabled students to practise their use of scientific language.
- Year 10 students have been trained to deliver peer reading support to Year 7 students via the same high-quality training used for staff. This programme has improved Year 7 reading confidence and proficiency. Furthermore, it has increased the Year 10's reading confidence.

- Teachers give students opportunities to make strong connections with prior learning and learning across the curriculum. For example, in Year 10 English, a new topic on 'Jekyll and Hyde' showed where students were on the learning journey and how it connected to 'An Inspector Calls', history learning and relevant trips.
- Professional development on the use of no hands up and follow up questioning has led to deeper answers from students. This was demonstrated by Year 10 English students who were asked to analyse an image, with follow-up questions that enabled a deeper understanding of the characters depicted.
- Some 54% of students were entered for Ebacc in 2023 compared to 39% nationally. Students perform well in foundation subjects including product design and art. Year 10 students complete an IT lifeskills qualification and there is an offer of further mathematics and statistics in which students achieve consistently well.
- The school has a clearly structured and consistently delivered tutor programme that enables students to develop as well-rounded individuals and global citizens. There is a lovely team spirit in the tutor rooms. This was exemplified by a Year 7 tutor lesson on current affairs largely run by Year 10 students.
- Careful consideration is placed on transition points for students and a wealth of strategies put in place. Summer Club supports new Year 7 students' sense of belonging and ensures that positive relationships are established before they start. 'Springfield Sixth Form Week', held after the GCSE exams, prepares students for the next phase in their journey, with 80% of Year 11s attending voluntarily. In 2023, 95% of Year 11s moved to education, training and employment.
- Improved attendance is a high priority, with a variety of positive approaches in place. Students understand the high expectations regarding attendance, and this has improved it. The PASS survey report 2023 reveals that students' 'attitudes to attendance' have improved.
- Student well-being is taken very seriously and there is a continuous feedback loop in place to monitor this. The review of the behaviour policy and a focus on relational practice has further supported the positive relationships between all members of the school community. There are two therapy dogs who help both students and staff when they need them, resulting in the resolution of, for example, anxiety-based issues and the rapid return of students to class learning.
- Students feel empowered to lead the change that they want to see. For example, students have delivered whole school assemblies on inclusivity and diversity, which have encouraged wider participation in a student-led group on this topic with representation from all year groups.

3.2 Quality of provision and outcomes - Even better if...

...teachers made the most of the opportunities to enhance students' use of tier 2 and 3 vocabulary in their responses.

...teachers used student reading ages to adapt teaching to meet the needs of all learners.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- There is granular knowledge of students' needs and early support is put in place following rigorous assessment. This has meant that students are supported at the earliest possible stage and the school has a secure understanding of individual students, starting with a well co-ordinated transition in Year 7. The approaches to assessment of need taken by the school have contributed to the wider system in the area through sharing with other schools.
- There is clear co-ordination of literacy and SEND needs to support students who had not made good progress at Key Stage 2. This has led to a refining of focus within the curriculum to vocabulary and reading. This was seen in Year 8 and 9 science where disadvantaged students and those with SEND were supported to use tier 2 and 3 vocabulary confidently.
- Teachers know disadvantaged students and those with SEND well and prioritise them for support and challenge, leading to good progress for these students. In Year 7 mathematics, the students demonstrated their understanding of sequencing. In English, the 'first 8' strategy focuses on disadvantaged students as a priority, improving these students' engagement and accelerating their progress.
- The breakfast club for vulnerable students is led by the needs of the student. They have a calm start to the day and an opportunity to show success. A Year 9 student improved their behaviours and had the opportunity to be the best reader in a reading session.
- There is equality of access for resources and trips, ensuring that disadvantaged students are supported to be able to access the same opportunities. House leadership roles are over-represented by disadvantaged students.
- The school has ambitious expectations of students with SEND. The language modelled by a teacher in a Year 10 English lesson was aspirational and inspired the positive engagement of the students.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...teachers gave more processing time to students who may need it.

5. Area of Excellence

Not applicable

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)