

# Inspection of Springbank Academy

Peacock Drive, Eastwood, Nottingham, Nottinghamshire NG16 3HW

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Inspection dates: 21 and 22 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Adam Lumley. This school is part of the White Hills Park Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Heery, and overseen by a board of trustees, chaired by Gareth Davies.

## **What is it like to attend this school?**

There is a strong sense of community in this school. The school does much to ensure that the wider community is also included in its work. Visits to residential homes for the elderly and community events in school extend the welcoming feel. Past pupils often return and share the experiences they have beyond the school.

Springbank is a warm, friendly place. Pupils greet visitors with a smile and hold doors open for them. There is a calm atmosphere around the building as pupils quietly move about. Pupils behave well. They get on with each other as they play together at breaktimes. Pupils enjoy attending this school. They say it is a happy place and that they feel safe.

The school's values of 'STARS' (self-regulation, teamwork, ambition, respect, strength) highlight the important things that the school wants for its pupils. Pupils understand why these values matter. Ambition is high for pupils to achieve and overcome any barriers they might face. Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged do well. The Rainbows provision is a special place for some of these pupils. Pupils who attend this provision are well catered for. They say being there helps them to feel calm and to focus on their learning.

## **What does the school do well and what does it need to do better?**

Learning to read is a priority in this school. There is a systematic approach to teaching pupils to read. The approach to teaching phonics ensures that pupils swiftly pick up the knowledge they need to learn to read fluently. When pupils fall behind, they receive regular practice. The school ensures that books are prominent around the building. There are always interesting books available for pupils to read. Pupils appreciate the rewards for reading often. They enjoy reading. Staff bring stories to life and make them fun at story time. Carefully selected books help pupils explore a range of challenging concepts such as diversity and religion.

The school has worked hard to ensure that there is a well-structured curriculum in place. However, in a few subjects the key knowledge that pupils need to know and remember is not set out well enough. When this is the case, pupils struggle to link new knowledge to what they know already.

Subject leaders understand their roles. They diligently seek to improve their subjects. Focused training has ensured that teachers have strong subject knowledge. They use resources well to enhance lessons. There are plenty of opportunities for pupils to engage with practical activities. Pupils enjoy their learning, as a result. Teachers keep to the structure of the subject schemes. However, they not always respond quickly enough to resolve pupils' misconceptions. This means a few pupils develop gaps in their knowledge.

This is an inclusive school where the needs of pupils with SEND are catered for well. All staff understand their responsibilities for these pupils. Teachers adapt lessons appropriately. Carefully selected resources help these pupils access the learning. Pupils with SEND achieve well.

Children in the early years foundation stage settle quickly. They learn effectively across all areas of the curriculum. Adults interact purposefully with children. They use questions effectively to extend children's thinking. Every opportunity is taken to develop children's communication and language skills. Children are curious and industrious learners. With support, they become increasingly independent. Children's personal, social and emotional development is a priority, in both the indoor and outdoor learning spaces.

Pupils respond well to the behaviour reward system. They understand the importance of managing their own behaviour. Should they make inappropriate choices, staff guide them and help them think about their actions. When bullying occurs, pupils know there is always a trusted adult that they can go to who will deal with it. Support for pupils' well-being is highly effective. The 'post box' helps pupils share their concerns. Pupils speak positively about how the support they receive after sharing their worries has really helped them.

Pupils enjoy the wide range of clubs on offer. These clubs provide pupils with experiences beyond what they would normally have, such as laser tag, cheer leading and gardening. Pupils learn how to look after their own physical and mental well-being. They are highly tolerant of difference and accepting of views different to their own.

The school community is united and determined. This is because leaders communicate their ambition effectively. This helps everyone to do all they can to improve opportunities for the pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, the key knowledge that pupils need to know and remember is not set out well enough. This means that, in a few instances, links between pupils' new knowledge and previous knowledge are not clear enough. The school should ensure that the key knowledge pupils need to know is identified clearly in all curriculum subjects so that pupils' knowledge builds securely over time.
- Teachers keep to the curriculum structure set out in the subject schemes. They do not always respond quickly enough to resolve misconceptions that pupils may have with their learning. This means that a few pupils develop gaps in their

knowledge. The school should ensure that teachers identify any errors that pupils make and check for gaps in pupils' knowledge, and then adapt the curriculum appropriately in response to these.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148518
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10288396
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gareth Davies
<b>CEO of the Trust</b>	Paul Heery
<b>Headteacher</b>	Adam Lumley
<b>Website</b>	<a href="https://springbank.academy">https://springbank.academy</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a part of the White Hills Park Trust. The school joined the trust on 1 April 2021. When the predecessor school, Springbank Primary School, was last inspected by Ofsted in November 2018, it was judged to be good overall.
- The school does not make use of any alternative provision.
- Since the previous inspection, there has been a new headteacher in post.
- There is a before- and after-school club managed by the school.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the SEND coordinator.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and music. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for geography, religious education and personal, social, health and economic education.
- The lead inspector met with two members of the local governing body and two members of the board of trustees. This included the chairs of both bodies.
- The lead inspector met with the chief executive officer of the multi-academy trust.
- Inspectors took account of the responses to Ofsted's survey, Ofsted Parent View, including free-text responses, and Ofsted's surveys for school staff and pupils. An inspector spoke informally to parents at the beginning and end of the school day.
- Inspectors considered records of attendance, behaviour and safeguarding, including the school's single central record. Inspectors met with leaders to discuss the safeguarding of pupils. They also discussed safeguarding with staff and pupils.
- Inspectors considered pupils' behaviour at various times of day, including during lessons, around the school site and at lunchtime.

### **Inspection team**

Mark Anderson, lead inspector

His Majesty's Inspector

Rachael Snowdon-Poole

Ofsted Inspector

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