

Inspection of Springhill Catholic Primary School

Milton Road, Southampton, Hampshire SO15 2HW

Inspection dates: 1 and 2 March 2022

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

Ofsted has not previously inspected Springhill Catholic Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Springhill Catholic Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Each morning, pupils arrive at school eager to discover new and interesting knowledge. Every pupil can excitedly describe a favourite subject. Many are keen readers and writers. Others describe how they compete to be the fastest mathematician. Pupils are equally positive about how the school helps them to develop their individual talents in the arts and sports.

Staff want the very best for their pupils. In return, pupils work hard to meet high expectations because they also value their education. Staff regularly ask pupils about their home lives and interests. They do this because they want everyone to feel that they belong to the Springhill family. The benefits of this caring environment are clearly evident in the early years. Here, children make a strong start to their schooling because of the excellent care they receive.

Pupils behave exceptionally well. They show kindness and care about their own and each other's education. Pupils feel safe, knowing there is always an adult available who will listen to their worries or concerns. Opportunities for pupils to talk about their feelings are frequent. These have been particularly appreciated by pupils and parents recently because of the disruption caused by COVID-19.

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

The school's vision of 'achieving excellence in all that we do' is felt in each lesson and throughout the school environment. Leaders help their staff to make the most of every learning opportunity, ensuring that their pupils receive an excellent education. The planning of the curriculum is meticulous. This means that pupils develop detailed knowledge across every subject. They can recollect information with ease and are keen to share this knowledge. Pupils are eager to retell key historical events, such as the Great Fire of London, or to explain how they have used their evaluation skills to improve items they have made during design and technology. An emphasis on securing the most important knowledge and skills ensures that pupils are ready for the next stage of their education.

Leaders and staff are determined that every pupil will be a confident reader by the time they leave the school. The teaching of phonics starts as soon as the children join Reception. The phonics programme is ambitious. Pupils build the reading skills they need through repetition and practice. Every member of staff is highly trained and can identify quickly where extra support is needed. Additional phonics sessions are provided daily to ensure that every pupil becomes a fluent reader. This focus on the skills of reading means that pupils can access the many rich and exciting books available. These are seen in every corridor, in every classroom and in the well-stocked library. As a result, pupils are enthusiastic readers and storytellers.

Pupils are keen to come to school, and attendance is high. Appropriate support is given to a very small number of pupils who need additional help to attend regularly. Parents particularly commend the pastoral support that staff provide daily. This

includes the provision for pupils with special educational needs and/or disabilities (SEND). These pupils are provided with excellent support that meets their carefully identified needs. This is seen both inside the classroom, as well as in the specific interventions that help pupils with SEND achieve highly.

The importance of the school's rules and routines is taught from Reception. Here, staff provide an environment that helps children develop skills such as listening and taking turns. This continues as pupils move through the school. Pupils have a keen sense of what is right and wrong. They know what is expected of them and learning is rarely disrupted.

Pupils value the opportunities provided through the personal, social and health education (PSHE) curriculum. This helps pupils, including the youngest children in Reception, to develop their understanding of the world around them. Pupils and staff are very proud of their diverse school. Pupils show a keen interest in listening to their classmates talk about their cultures and life experiences. Leaders also encourage pupils to be active citizens. This is both within the curriculum and through the work of the school council and pupil committees. These give pupils a role in shaping school events such as the recent St David's Day celebrations.

School leaders are ably supported by a knowledgeable local governing body, as well as representatives from the diocese. Governors support leaders in balancing the professional development of staff with a regular consideration of staff's workload and well-being. This work reflects the school's consistent drive to ensure that everyone achieves their very best.

Safeguarding

The arrangements for safeguarding are effective.

The school's safeguarding team have extensive knowledge. They provide regular and thorough training for staff and governors. Swift action is taken when staff report any safeguarding concerns. Discussions take place daily to ensure pupils who may be at risk of harm get the support they need. Additional advice is requested from different external agencies when required.

PSHE lessons help pupils understand the actions they should take to stay safe. This is supported by online safety guidance provided by the school's computing curriculum. Pupils can confidently describe how to work safely online, including the importance of protecting their identity and passwords.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137293
Local authority	Southampton
Inspection number	10211828
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	680
Appropriate authority	Board of trustees
Chair of trust	Richard Congreve
Headteacher	Ciara Duddy
Website	www.springhillcatholic.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is a member of the Diocese of Portsmouth and has a Christian character.
- A section 48 inspection was carried out by the diocese in November 2018. The school was graded outstanding.
- The school offers wraparound care for pupils at the school. It is managed by school leaders and run by non-teaching members of staff.

Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, staff and pupils. They also spoke with representatives from the local board of governors, including the chair. An inspector also spoke with a representative from the diocese

- The inspection team carried out deep dives in these subjects: early reading, mathematics, history and design and technology. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.
- Inspectors considered the 66 responses to the Ofsted Parent View questionnaire, including 49 free-text comments. They also took account of the responses to the confidential staff survey and gathered the views of both staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leads, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school and spoke with governors.

Inspection team

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