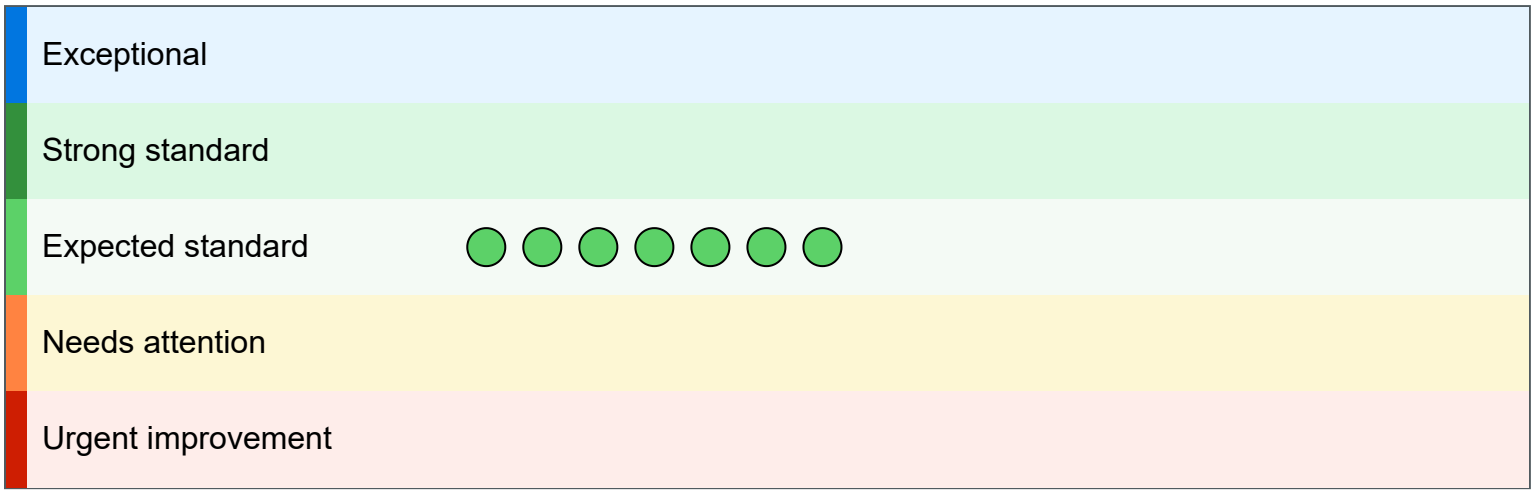
Springfield Infant School and Nursery

Address: 11 Wesley Way, Ipswich, Suffolk, IP1 4PP

Unique reference number (URN): 144213

Inspection report: 20 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

By the end of Year 2, pupils are typically ready for junior school. Pupils generally achieve well in reading, writing and mathematics. Those who have had lower starting points or additional barriers to learning, including pupils with special educational needs and/or disabilities (SEND), usually progress suitably from their various starting points. The school is starting to take effective action to further strengthen achievement in pupils' writing. Pupils are generally secure in letter formation, sentence structure, use of capital letters and full stops. However, some pupils are not routinely showing this secure writing knowledge to the same standard in other subjects.

In subjects other than English and mathematics, most pupils can recall new learning. However, some pupils are not consistently secure in remembering prior learning in the detail needed to strengthen their understanding. Some misconceptions remain. This is more noticeable for some pupils with SEND and for those who are disadvantaged.

Attendance and behaviour

Expected standard

Pupils of all ages demonstrate positive learning behaviours. Pupils understand how they are expected to behave and follow this well. They listen respectfully to adults and do as they are asked in lessons. Pupils generally play together well and friendship issues are quickly resolved when they arise. Staff ensure that pupils reflect on any unwelcome behaviours, think about the feelings of others and seek to put any poor behaviour choices right. This is more than just saying sorry but learning why these choices are not appropriate. This supports the school being a calm and enjoyable place to learn. Instances of bullying or discriminatory incidents are rare but swift action is taken should they arise.

Staff support pupils who need extra help to manage their emotions, including in unstructured or more social times. This work is having a positive impact, but there remain instances where the support in place is not consistently sustaining the desired behaviours for a few pupils.

Leaders promote the importance of attending school regularly. Their actions have seen levels of attendance improving, including for pupils who are the most vulnerable. Staff are compassionate in working with a small number of families in order to address reasons why attendance may be frequently low.

Curriculum and teaching

Expected standard

Pupils experience a broad range of subjects. Leaders have ensured that the curriculum develops knowledge in a logical order. As an infant and nursery school, leaders rightly ensure that pupils build key fundamental knowledge in reading, writing and mathematics. Staff consistently follow the school’s agreed reading programme and this is taught well. Pupils are taught how to hold a pencil properly, write accurate sentences and form letters. Staff are becoming more familiar with the recently introduced new approaches to improve

pupils' writing ability. However, there is not yet the same high expectations about applying this writing knowledge in other subjects.

The teaching of mathematics is typically effective. Teachers explain mathematical concepts clearly and pupils complete most work accurately. Teachers promote reasoning skills at an early age.

Leaders keep a close eye on pupils with gaps in their English and mathematical knowledge and provide timely interventions. Work to check how well pupils have understood wider curriculum subjects is in place, but has just started. Lessons are generally adapted to meet the needs of most pupils. However, for pupils with the highest needs, adaptations need more precision to ensure that they engage more effectively and consistently supported in their learning.

Early years

Expected standard

Leaders have designed an ambitious curriculum for the early years, based on statutory guidance and the needs of each cohort. Children's knowledge builds clearly over time. Many children require support to develop their language and communication skills. Therefore, the school places due emphasis on promoting rich vocabulary and opportunities for children to rehearse talking aloud. Children learn language patterns by repeating familiar stories and songs. Adults promote quality talk with the children in a range of activities, including role play and when learning outside.

Children in Nursery are taught to listen out for sounds that they can hear around them, preparing them well for more formal phonics teaching in the Reception Year.

Through carefully considered activities, children across early years learn how to hold a pencil properly, how to write letters and numbers and speak clearly. Learning is purposeful. Adults know pupils well and adapt their questions to children accordingly to deepen their learning further. Staff make adjustments to activities for pupils with special educational needs and/or disabilities. Overall, this is helping these children to progress well. Most children are well prepared for Year 1.

Adults guide children to understand their feelings and emotions. Children like using the 'colour monsters' to help them with this. Early years is a calm and happy place to learn in.

Inclusion

Expected standard

The school is determined for all pupils to succeed, regardless of circumstance. Leaders are responsive to the differing needs that each new cohort brings. They use their effective systems and processes to help identify barriers to learning. This is not just for pupils with special educational needs and/or disabilities (SEND), but also for the many pupils at this school for whom English is not their first language. Leaders are quick to spot pupils who need help with speech and language or mental health. In response, the school has sourced specific staff or other specialist resources to assist these pupils to access the curriculum or fill gaps in their knowledge.

The school works closely with parents and external agencies when considering how best to overcome any learning obstacles that pupils may face. Staff, ably assisted by knowledgeable leaders, are developing their expertise in how to best adapt learning activities to meet the range of needs in their class. These chosen strategies and adjustments are generally working well, including for pupils with SEND or those in receipt of pupil premium funding. However, for a small number of pupils with the highest needs, there is still work to be done to ensure their learning opportunities are consistently well tailored to their needs.

Leadership and governance

Expected standard

Leaders at all levels know the school well. There is a shared ambition for all pupils to succeed. Leaders are effective in developing a close working partnership with parents and carers.

Leaders take timely action to address areas that they identify need working on, such as the recent focus on pupils' writing. They work well with other schools in the trust to share best practice. Staff also benefit from trust-wide professional development. The school has been proactive in seeking additional support and staffing for pupils with special educational needs and/or disabilities (SEND). Leaders recognise that they still need to focus on developing staff expertise in this area, and so this remains a key priority for them. Leaders equally remain very mindful of staff wellbeing and workload.

Trustees and governors ensure that leaders have the necessary resources to serve the best interests of pupils, including those with SEND, pupils with other challenges and those with gaps in their learning. Trustees and governors check that school improvement priorities are being met. The trust provides effective oversight. Overall, these checks are suitably detailed. Leaders remain focused on further refinement to their analysis of the impact of chosen initiatives to further strengthen their oversight.

Personal development and wellbeing

Expected standard

Pupils follow a well-thought-out personal development programme. Leaders have considered what wider opportunities they want pupils to experience and when. Leaders provide pupils with an appreciation of the benefits of being outside. Regular outdoor learning in the school's designated woodland area helps pupils' physical development and their mental wellbeing. Leaders therefore respond to gaps in pupils' lived experiences well, as, for many pupils, this is their first introduction to nature and exploring. These experiences, as well as a range of clubs, also support pupils to understand teamwork and the benefits of healthy living. Pupils develop an understanding of the world beyond their locality by visiting farms, zoos and the theatre. The school carefully directs some of its pupil premium funding to ensure all pupils get these chances.

At an age-appropriate level, pupils are taught about fairness and why rules are important, for example through elections to the school council or eco council. Pupils are taught to understand right from wrong. Staff sensitively manage pupils' curiosity about other people's differences, such as skin colour, so that pupils understand how to treat everyone equally from a very early age.

Pupils learn about other cultures and are starting to understand about different religions. They recognise the need to be respectful of different beliefs. All pupils talk about people who can help them and this fosters their sense of security. Pupils are aware of how diverse the world is, including the different languages represented in the school. This work helps pupils to be prepared for life in modern Britain.

Leaders ensure that all pupils, including the youngest children learn about the importance of online safety and how to share worries with trusted adults.

What it's like to be a pupil at this school

Pupils are positive about this school and describe loving it. They enjoy their lessons and they like their teachers. Pupils feel safe and are happy here because they are well cared for. Staff know pupils well and work hard to adapt provision to meet their needs, including for pupils with special educational needs and/or disabilities or pupils who have other barriers to learning. Staff also provide pupils with trips that they may not otherwise experience, such as to the beach, zoo or theatre. Pupils are motivated by the opportunity to learn outdoors or in more active ways.

From starting in nursery and then all through school, pupils are supported to read, write and understand number. Overall, most pupils are ready for their move to junior school. Pupils are typically taught well by staff who want the best for them. Pupils who need extra help are given timely interventions to catch up. This is most effective in reading and for pupils where English is not their first language.

The atmosphere in each class is purposeful and good humoured. Pupils know the routines and they follow the high standards of the school's behaviour expectations. The very youngest pupils concentrate well, take turns and listen to each other. Pupils in all classes settle quickly to their learning and generally play co-operatively. If there is any unkindness, pupils are encouraged to learn from their mistakes. Pupils are motivated by getting stickers and earning tickets in a jar for making the right choices.

Pupils have the opportunity to take part in a variety of wider curriculum activities, such as dance days, to play in a rock band or meet an author. They participate eagerly in elections for the school council. They look forward to their weekly outdoor learning in the school’s forest area.

Next steps

• Leaders should ensure that staff have consistently high expectations of pupils’ writing across all subjects.
• Leaders should check more robustly that pupils are retaining their knowledge across the wider curriculum, especially pupils with special educational needs and/or disabilities and/or those who are disadvantaged.

• Leaders should support staff to refine strategies to help pupils with the highest needs to more readily engage with school behaviour expectations and sustain improved behaviours.

About this inspection

This school is part of Orwell Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Alastair Heath-Robinson , and overseen by a board of trustees, chaired by Mayleen Atima.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The school runs a Nursery within its early years provision. This caters for children from the age of 3.

The school also manages its own before- and after-school wraparound care.

The school does not use any alternative provision.

Inspectors spoke with the headteacher, the deputy headteacher, senior leaders, the chief executive officer, the vice-chair of the trustees, the chair of governors and other trustees and members of the local governing board during the inspection. They also spoke to school staff and pupils and reviewed responses to the parent survey.

The inspection started on 20 January 2026. It was paused in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy. Inspectors returned on 22 January 2026 to complete the inspection.

Headteacher: Gail Phillips

Lead inspector:
Sara Boyce, His Majesty's Inspector

Team inspectors:
Hannah Stoten, His Majesty's Inspector
Rowena Simmons, Ofsted Inspector
Nichola Pickford, Ofsted Inspector
Cassandra Williams, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 20 January 2026

School and pupil context

Total pupils

296
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

270
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

19.85%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.34%
Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.54%
Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	6.7%	5.5%	Above
2022/23 (3 term)	6.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.4%	13.3%	Close to average
2023/24 (3 term)	20.5%	14.6%	Above
2022/23 (3 term)	20.2%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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