

Springfield Academy

Address: Lawton Drive, Bulwell Hall Estate, Bulwell, Nottingham, Nottinghamshire, NG6 8BL

Unique reference number (URN): 144396

Inspection report: 14 April 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✔ **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.

Strong standard ●

Early years

Strong standard ●

Leaders demonstrate a secure understanding of the quality of education and care in the early years. As a result, the decisions they make to bring about improvements are highly effective.

All staff are clear about the rationale for activity choices and what skills and knowledge children need to develop. This leads to a consistency of approach, and all learning opportunities are maximised.

Staff check learning carefully. They quickly and accurately identify children who face barriers to their learning and wellbeing. This approach is highly effective and time is not wasted in providing support for the children and their families.

Leaders and staff focus on children whose language is less well developed and who do not readily engage with adults. Staff engage in high-quality interactions. This supports children to communicate well.

Early reading, writing and mathematical skills are taught effectively. Staff provide enticing opportunities for children to practise what they have learned through play. Children develop knowledge and skills across the seven areas of learning. Children are supported to be independent, resilient and curious learners. For example, they develop their fine motor skills through cutting different fruit.

Children know that staff care for them. Children feel safe, behave well and make secure progress. Children are well prepared for Year 1.

Inclusion

Strong standard ●

Leaders ensure that the needs of pupils are identified and assessed swiftly and effectively. Staff know pupils very well. They are alert and notice when pupils need extra support. Leaders work productively with parents and carers and external agencies to gain and share important information. They use this information, alongside their own checks, to put suitable support in place. Parents are overwhelmingly positive about the support given to help their children.

Staff benefit from highly effective training to meet the needs of pupils. They provide appropriate support across all subjects. This includes practical resources, pictures, adapted texts and adult support.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities, pupils who are disadvantaged, those who speak English as an additional language and those who are known to social care. They promote an inclusive culture where pupils feel welcome and able to take part in all aspects of school life.

Leaders rigorously check how well pupils are progressing through the curriculum. They use this information to provide additional support to help pupils to catch up with peers. Leaders

use additional funding, including the pupil premium grant, appropriately to reduce barriers for disadvantaged pupils. As a result, pupils achieve well.

Expected standard

Achievement

Expected standard 

Pupils achieve well from their starting points in most subjects. This is particularly evident for disadvantaged pupils and those with special educational needs and/or disabilities, who achieve very well.

At the end of key stage 2, pupils' outcomes in national tests are mixed. In some areas, outcomes are below national averages. The outcomes are not reflective of the provision in school, where pupils make notable progress in their reading, writing and mathematics. Disadvantaged pupils achieve well in national tests, including, in some subjects, above the national averages.

Pupils have the knowledge in reading, writing and mathematics they need to make secure progress in other subjects. They recall prior learning with some accuracy and can talk confidently about what they are currently learning. For example, pupils in Year 4 talk about shading in art and how this technique was later used to create a final piece of art.

Most pupils are well prepared for the next stage in their education.

Attendance and behaviour

Expected standard 

Leaders have rigorous systems and processes in place to support pupils to attend regularly. Demonstrable improvements are evident, particularly for pupils who have regularly been absent from school. The support for pupils and their families is highly effective. As a result, most pupils attend school well.

Leaders understand the reasons why pupils are absent. They work closely with families and provide support, including, for example, through the free breakfast sessions and the 'Empower Hour', which supports all aspects of pupils' development. Pupils enjoy the celebrations when they attend well.

Attendance for pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged is improving and is now better than national averages.

Leaders have high expectations of behaviour. These expectations are communicated effectively to parents and carers, staff and pupils. As a result, the school's behaviour policy is implemented consistently.

Leaders ensure that staff receive appropriate training to meet the challenging needs of pupils. Consequently, pupils who need help to manage their behaviour are supported effectively.

Pupils behave very well. They are able to learn without disruption. They demonstrate positive attitudes to their learning. They enjoy playing together during social times. Pupils say that bullying is swiftly dealt with. Leaders have created a culture where staff support and protect pupils.

Curriculum and teaching

Expected standard ●

The school's curriculum is ambitious. It is coherently planned and identifies what pupils will learn and when. The curriculum is sequenced and builds on what pupils have learned before.

Leaders demonstrate a comprehensive understanding of the quality of the curriculum and teaching across the school. They have accurately identified the areas where teaching needs to improve. They ensure that staff have appropriate professional development to support them. Leaders have secured improvements in teachers' subject knowledge and the structure of lessons. This ensures a consistency across year groups and subjects, with all pupils revisiting the learning that they have previously covered.

Teachers regularly check what pupils have learned. Most gaps in learning are identified and addressed quickly and effectively. Teachers provide effective support for pupils to catch up with their reading, writing and mathematics. However, sometimes pupils are not supported to improve their spellings.

Teachers adapt learning opportunities well to meet the needs of pupils with special educational needs and/or disabilities, disadvantaged pupils and those who speak English as an additional language.

In many lessons, pupils are purposefully engaged in their learning. In some lessons, the activity does not support pupils to embed their learning. When this is the case, pupils struggle to recall what they have learned.

Leadership and governance

Expected standard ●

Leaders and those responsible for governance are driven to provide the very best education and experiences for pupils. All decisions are made in the best interests of the children in their care. Changes in leadership have led to significant improvements in the school. Leaders recognise that to fully support pupils, they need a respectful and supportive partnership with parents and carers. As a result, relationships with parents and carers and the wider community are positive. These relationships are used well to provide support and guidance for pupils and their families.

Leaders identify the right priorities for improvement. They take timely and well managed actions to ensure that impact is notable. This is particularly evident in the work to improve early years and the provision for those who are disadvantaged or those with special educational needs and/or disabilities.

Leaders, including governors, have a clear understanding of their roles and responsibilities. Governors are fully aware of the impact of the school's work, for example to improve attendance. Leaders and governors are well supported by the trust.

Leaders prioritise professional learning. Staff access appropriate training. The impact of this training is evident, for example, in the consistency of teachers revisiting prior learning through 'reactivate' so that pupils embed their learning.

Leaders are mindful of staff wellbeing and have taken steps to support workload. Staff appreciate this support.

Leaders work with other schools in the trust. They share examples of effective practice in early years to improve provision across the trust.

Personal development and wellbeing

Expected standard 

Leaders have ensured that the personal development curriculum reflects the context of the school. For example, pupils develop their understanding of the impact of knife crime through talks from the police.

The curriculum is well sequenced and pupils revisit what they have learned before to deepen their understanding. Pupils demonstrate a secure understanding of healthy relationships. They know how to look after their physical and mental health. They know that they can use breathing techniques to remain calm. Pupils learn how to be safe when working online.

Pupils talk with confidence about why some characteristics are protected by law and these groups need to be treated with respect. However, their knowledge of the fundamental British values is not as strong.

Pupils learn about different faiths and cultures. However, some pupils struggle to recall what they have learned.

Pupils value their leadership roles. They understand that they are making a positive difference. 'Reading Ambassadors' enjoy visiting the bookstore to provide a selection of books for the younger pupils to appreciate.

Leaders are vigilant and ensure that pupils get the pastoral support that they need. They work with external agencies to ensure that the offer is effectively tailored to meet the needs of all pupils. The 'Bee Hive' provides a calm, nurturing environment for pupils with complex needs. Pupils know who to go to if they need help and support.

The school offers a range of extra-curricular activities during the day and through the 'Empower Hour'. This includes a free hot meal at the end of the school day. Leaders provide opportunities to develop pupils' talents and interests. These include music clubs and additional sports coaching.

All pupils are supported to attend clubs, trips and residential activities. When necessary, leaders ensure that pupils have the additional support needed so that they can participate.

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

Pupils are valued, respected and known well by staff at Springfield Academy. This leads to a strong sense of belonging in which pupils feel part of a nurturing school community. This begins when the youngest children start in early years, where they get off to the best possible start.

At the start of each school day, children are seen running into school, where they are welcomed with 'say hey your way' into a calm, inclusive and friendly environment. Pupils say that they are proud of their school. School is a fun and enjoyable place to be. As a result, most pupils attend well and attendance is continuing to improve.

Pupils thrive in a culture underpinned by the school's values. They live out the values to dream and try, be kind and fair and work and care together. Pupils show respect and care for one another. They help and support younger children well.

Staff build strong, trusting relationships with pupils and their families. This creates a culture of respect where pupils are confident that they can share any worries that they may have with staff.

Staff swiftly identify barriers to learning for pupils and work together effectively to provide the best possible support for them. They want all children to achieve their very best. Staff provide highly effective, tailored support. As a result, pupils achieve well, including those who are disadvantaged, those who speak English as an additional language, those known to social care and those with special educational needs and/or disabilities. All pupils are fully involved in all aspects of school life.

Leaders and staff have consistently high expectations of behaviour. Consequently, most pupils behave well. Bullying is rare. When it does happen, staff act swiftly. As a result, pupils feel safe in school.

Pupils enjoy learning. They say that teachers help them by revisiting the things that they have learned before. Most pupils are ready for the next stage in their learning.

Next steps

- Leaders need to ensure that, in choosing activities for pupils to complete, all teachers consistently choose those activities that will best serve pupils to become secure in their understanding and prepare them well for their next piece of learning.
 - Leaders should continue their work to improve pupils' achievement in writing, particularly in spelling, and build on the improvements already made.
 - Leaders should further strengthen their work to deepen pupils' understanding of different cultures, world faiths and fundamental British values to make sure that all pupils are fully prepared for life in modern Britain.
-

About this inspection

This school is part of Tapestry Learning Partnership, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Mallender, and overseen by a board of trustees, chaired by Timothy Slade.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors held meetings with the headteacher, senior and middle leaders, trustees and governors, including the chairs of the trust and local governing body. They also spoke to a range of teaching and non-teaching staff and a wide range of pupils.

The inspectors confirmed the following information about the school:

The headteacher joined the school in September 2025.

The school does not make use of alternative provision.

The school offers a breakfast club.

Headteacher: Jacqueline Hill

Lead inspector:

Donna Chambers, His Majesty's Inspector


Team inspectors:

Kathryn Hobbs, Ofsted Inspector

Natalie Hackett, 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 14 April 2026

School and pupil context

Total pupils

219

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

220

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)

60.78%

Well above 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

2.28%

Close to 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

14.61%

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

Well 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).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	61%	Below
2024/25 (revised)	52%	62%	Below
2023/24 (final)	45%	61%	Below
2022/23 (final)	52%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	74%	Below
2024/25 (revised)	62%	75%	Below
2023/24 (final)	59%	74%	Below
2022/23 (final)	66%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	72%	Close to average
2024/25 (revised)	72%	72%	Close to average
2023/24 (final)	64%	72%	Below
2022/23 (final)	66%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	73%	Below
2024/25 (revised)	69%	74%	Close to average
2023/24 (final)	64%	73%	Below
2022/23 (final)	66%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	46%	Close to average
2024/25 (revised)	63%	47%	Above
2023/24 (final)	41%	46%	Close to average
2022/23 (final)	35%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	62%	Close to average
2024/25 (revised)	74%	63%	Close to average
2023/24 (final)	59%	62%	Close to average
2022/23 (final)	55%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	59%	Close to average
2024/25 (revised)	89%	59%	Above
2023/24 (final)	59%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	60%	Close to average
2024/25 (revised)	68%	61%	Close to average
2023/24 (final)	59%	59%	Close to average
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	68%	-21 pp
2024/25 (revised)	63%	69%	-6 pp
2023/24 (final)	41%	67%	-26 pp
2022/23 (final)	35%	66%	-31 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25 (revised)	74%	81%	-7 pp
2023/24 (final)	59%	80%	-21 pp
2022/23 (final)	55%	78%	-23 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	78%	-12 pp
2024/25 (revised)	89%	78%	11 pp
2023/24 (final)	59%	78%	-19 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-21 pp
2024/25 (revised)	68%	81%	-12 pp
2023/24 (final)	59%	79%	-21 pp
2022/23 (final)	50%	79%	-29 pp

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)	6.8%	5.2%	Above
2023/24 (3 term)	7.5%	5.5%	Above
2022/23 (3 term)	8.0%	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)	20.9%	13.3%	Above
2023/24 (3 term)	24.2%	14.6%	Above
2022/23 (3 term)	27.5%	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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright