

Springfield Primary School

Address: Springfield Road, Sale, Greater Manchester, M33 7XS

Unique reference number (URN): 106298

Inspection report: 24 February 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 ●

Achievement

Strong standard ●

Pupils achieve well. The results of key stage 2 tests in reading, writing and mathematics are well above national averages. The proportion of pupils reaching the higher standard is also above average. Younger pupils meet national benchmarks in the phonics screening check and the times tables check at greater rates than others in the country. Leaders have sustained these impressive levels of attainment over time.

Pupils develop detailed knowledge across the curriculum. They talk confidently about their learning and explain ideas clearly. They remember previous learning well and use subject-specific vocabulary with confidence. Pupils with special educational needs and/or disabilities achieve well alongside their peers.

Published information recently showed a widening gap for disadvantaged pupils. Leaders have acted quickly in response. Disadvantaged pupils currently at the school make secure progress. Any gaps in their knowledge are closing quickly. Pupils are well-prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Leaders relentlessly focus on pupils' attendance at school. They have clear, effective systems to identify pupils at risk of attending school less regularly. Leaders work closely with families to remove barriers and help pupils to attend more regularly. Overall rates of attendance are well above the national average. Persistent absence is considerably below national levels. Leaders have sustained these improvements over time.

Pupils' behaviour is extremely positive. They understand and respect deeply leaders' high expectations and demonstrate the school's values consistently well. Pupils are polite and respectful to adults and to one another. They play cooperatively and resolve disagreements calmly. Pupils who struggle to manage their behaviour are well supported and take a full part in school life. Pupils stay engaged in their learning and remain focused in lessons. Bullying or any discriminatory behaviours are rare and not tolerated. Some pupils benefit from timely support to help them meet leaders' expectations for their behaviour. Staff help pupils to build confidence and social skills. This helps pupils to manage their feelings and take part confidently in school life.

Curriculum and teaching

Strong standard ●

Leaders have designed an ambitious curriculum that meets the requirements of the national curriculum across all subjects. 'Learning launchpads' help pupils use the knowledge that they gain across subjects. This supports teachers to introduce new learning carefully and build precisely on what pupils already know. Teachers have secure knowledge of all subjects and phases. They have high expectations for every pupil. Pupils with special educational needs and/or disabilities access the same ambitious curriculum as their peers.

Mathematics is a particular strength. The school's approach helps pupils to gain a deep understanding of number. Reading is a top priority. Pupils learn to spell accurately and form letters well. Teachers model subject-specific vocabulary explicitly across all subjects. This helps pupils to use these words to explain what they know.

Leaders understand clearly what pupils know and what they need to learn next. They identify gaps precisely and match support closely to pupils' needs. Teachers address these gaps directly in their lessons. Pupils know how to improve their work. Targeted support helps pupils to catch up quickly.

Early years

Strong standard 

Children make an excellent start to their education in the early years. Children in the Nursery benefit from care and teaching that is well matched to their age and needs. Staff get to know children and their families well before they start school. This helps staff to build carefully on what children already know.

Expert staff introduce new words clearly during activities and routines so that children hear and use them with confidence. Staff's expertise in speech therapy strengthens the quality of language support across the early years. Relationships between staff and children are warm and positive. Staff know each child well and use this knowledge to decide what children need to learn next. This ensures that every child receives the right support at the right time.

Leaders have designed an ambitious curriculum. Reading is prioritised from the start. Children learn to recognise and blend sounds in words. They read books matched to the sounds they already know. This helps them to become fluent and accurate readers. The curriculum is carefully planned so that children build knowledge well across all areas of learning.

Children who speak English as an additional language make rapid progress from their starting points. Staff act quickly to provide extra help for any child who needs it. This means that no child falls behind. Children are extremely well prepared for Year 1.

Inclusion

Strong standard 

Leaders identify the barriers that disadvantaged pupils face with precision. They know each pupil's needs in detail and track these carefully as pupils move up through school. Leaders match support closely to what each pupil requires and adjust this as needs change. They have created a culture where every pupil feels included and valued.

Staff receive training that develops their expertise in supporting vulnerable pupils effectively. This helps them to adapt their teaching to meet pupils' specific needs. Leaders use additional funding to support disadvantaged pupils thoughtfully and with clear purpose. They work closely with parents and carers to understand pupils' experiences. Disadvantaged pupils achieve well in all subjects as any gaps in their knowledge steadily close.

Leaders draw on advice from external agencies to support pupils with special educational needs and/or disabilities (SEND) effectively. Support for pupils' social, emotional and mental health is extensive and carefully targeted. This helps pupils to manage their feelings and

take part fully with learning. Leaders monitor the impact of all support rigorously. They use this information to refine their approach. As a result, pupils with SEND thrive alongside their peers.

Leadership and governance

Strong standard ●

Leaders have a deep understanding of the school's strengths and know precisely what they need to do to improve further. Senior leaders have detailed knowledge of how the curriculum is taught across the school. This helps them identify the right priorities and focus their efforts where they are needed most. A recent restructure of leadership has strengthened the school's capacity to meet the needs of all pupils. Leaders make decisions in the best interests of pupils, especially those who are most vulnerable or who need extra support.

Leaders identify priorities clearly and act on them swiftly. Their work to strengthen teaching across the curriculum has had a sustained and positive impact on pupils' achievement over time. Leaders use information carefully and consistently. This ensures that improvements are well targeted and make a real difference to pupils' learning.

Leaders are very mindful of staff workload and wellbeing. Staff are proud to work at the school. Staff, including those new to teaching, benefit from training that develops their expertise and helps to improve their practice. This training is based on the latest research and has a clear impact on the quality of teaching across the school.

Governors fulfil their statutory duties. They know the school well and carry out their role effectively. Governors use evidence from visits, reports and discussions with pupils to hold leaders to account. They provide highly effective support and challenge. This ensures that resources are used well and that decisions consistently serve pupils' best interests. Parents and carers are overwhelmingly positive about the school and the difference it makes to their families.

Personal development and wellbeing

Strong standard ●

Leaders have created a rich programme that prepares pupils well for life in modern Britain. Pupils learn how to stay safe both online and offline. This helps them to make responsible choices and recognise risk. They learn about healthy relationships, different religions, family structures and ways of life. This builds their understanding of, and respect for, difference. Pupils develop a secure knowledge of the fundamental British values, including democracy, tolerance and the rule of law. Relationships and health education meets statutory requirements and is taught with care and sensitivity.

The school's enrichment offer is extensive and purposeful. Pupils access a wide range of clubs, trips and residential experiences. Leaders ensure that disadvantaged pupils can join in fully. Leaders track participation carefully so that no pupil misses out. The school choir exemplifies the quality of enrichment on offer. The choir is regularly invited to perform at regional and national events. Pupils take on leadership roles across the school, including as ambassadors and librarians. This builds responsibility and confidence greatly. The school's careers programme helps pupils to understand the pathways open to them and raises their aspirations for the future.

Leaders support pupils' wellbeing effectively. A range of wellbeing support is available for those who need it most, such as play therapy. This helps vulnerable pupils to embrace new challenges and take part fully in school life. Staff are trained to recognise pupils' mental health needs so that pupils receive the right help at the right time.

Pupils with special educational needs and/or disabilities are prepared carefully for the next stage of their education. Staff work closely with families and outside specialists to plan this well. Pupils learn that discrimination is wrong and show this in how they treat one another. This creates a school community where every pupil feels valued and included.

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

Pupils thrive in this warm and inclusive school. They build trusting relationships with staff, which helps them to feel safe and valued. Pupils enjoy coming to school and they attend regularly. This means that they make the most of every opportunity to learn. Pupils' behaviour is extremely positive. They are kind, respectful and considerate to adults and one another. They resolve disagreements calmly. Bullying is extremely rare and, when it does happen, pupils know that staff will resolve it quickly.

Pupils enjoy learning. They talk enthusiastically about what they know. They are proud of their work. Pupils achieve extremely well across the curriculum and make secure progress over time. Disadvantaged pupils and those with special educational needs and/or disabilities are fully included in every aspect of school life. Any barriers to learning are addressed swiftly so that every pupil can succeed alongside their peers.

Pupils value the wide range of experiences the school offers. They enjoy many clubs, trips and visits, which help them to discover new interests and broaden their horizons. Pupils relish the opportunity to join the Irish dancing or chess clubs. They particularly value the annual residential visit to the Lake District, where they build independence, determination and teamwork. Pupils take on responsibilities across the school. This helps them to grow in confidence and develop a clear sense of community.

Pupils develop a deep understanding of life in modern Britain. They understand the importance of respect, tolerance and fairness. They carry this into how they treat one another. The school's values of care, learning and achieving together are lived out by pupils each day. This creates a community where every pupil feels that they truly belong. Pupils are extremely well prepared for the next stage of their education and are ready to flourish as confident, responsible citizens.

Next steps

- Leaders should continue to review and refine their approaches across the school so that the improvements already secured are sustained as the school's context continues to change.
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About this inspection

The chair of the board of governors in this school is Gareth Holly.

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

Inspectors spoke with the headteacher and the deputy headteacher during the inspection. The lead inspector spoke to representatives of the governing body, including the chair.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school makes does not make use of alternative provision.

The deputy headteacher, assistant headteacher and chair of governors have been appointed since the previous inspection.

Headteacher: Alison Chard

Lead inspector:

Mark Hazzard, His Majesty's Inspector

Team inspectors:

Alison Lawson, Ofsted Inspector

Lisa Woolley, Ofsted Inspector

Darren McCann, 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 24 February 2026

School and pupil context

Total pupils

678

Well above 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

682

Well above 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)

8.60%

Well below 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

2.36%

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

11.21%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well below 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	81%	61%	Above
2024/25 (revised)	80%	62%	Above
2023/24 (final)	81%	61%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	80%	60%	Above

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	89%	74%	Above
2024/25 (revised)	89%	75%	Above
2023/24 (final)	91%	74%	Above
2022/23 (final)	87%	73%	Above

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	83%	72%	Above
2024/25 (revised)	83%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	84%	71%	Above

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	91%	73%	Above
2024/25 (revised)	90%	74%	Above
2023/24 (final)	90%	73%	Above
2022/23 (final)	93%	73%	Above

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	57%	46%	Above
2024/25 (revised)	38%	47%	Close to average
2023/24 (final)	60%	46%	Above
2022/23 (final)	70%	44%	Above

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	79%	62%	Above
2024/25 (revised)	63%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	90%	62%	Above
2022/23 (final)	80%	60%	Above

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	61%	59%	Close to average
2024/25 (revised)	38%	59%	Below
2023/24 (final)	60%	58%	Close to average
2022/23 (final)	80%	58%	Above

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	79%	60%	Above
2024/25 (revised)	63%	61%	Close to average
2023/24 (final)	80%	59%	Above
2022/23 (final)	90%	59%	Above

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	57%	68%	-10 pp
2024/25 (revised)	38%	69%	-32 pp
2023/24 (final)	60%	67%	-7 pp
2022/23 (final)	70%	66%	4 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	79%	80%	-1 pp
2024/25 (revised)	63%	81%	-18 pp
2023/24 (final)	90%	80%	10 pp
2022/23 (final)	80%	78%	2 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	61%	78%	-17 pp
2024/25 (revised)	38%	78%	-41 pp
2023/24 (final)	60%	78%	-18 pp
2022/23 (final)	80%	77%	3 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	79%	80%	-1 pp
2024/25 (revised)	63%	81%	-18 pp
2023/24 (final)	80%	79%	1 pp
2022/23 (final)	90%	79%	11 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)	2.9%	5.2%	Below
2023/24 (3 term)	3.1%	5.5%	Below
2022/23 (3 term)	3.2%	5.9%	Below

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)	4.6%	13.3%	Below
2023/24 (3 term)	3.8%	14.6%	Below
2022/23 (3 term)	3.8%	16.2%	Below

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.

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