

Springfield Primary School

Address: Barton Road, Tilehurst, Reading, Reading, Berkshire, RG31 5NJ

Unique reference number (URN): 109866

Inspection report: 6 January 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 ●

Attendance and behaviour

Strong standard ●

Leaders' actions to promote school attendance are extremely effective. Information and expectations are shared routinely with parents and carers. Pupils have high levels of attendance. They enjoy attending school and look forward to their learning and wider experiences. Leaders have robust systems to analyse attendance patterns and themes. They use this to offer timely support where needed. The levels of persistent absenteeism are low and reducing for all groups of pupils.

The school has well-established behaviour management systems that are consistently applied by all staff. Pupils behave incredibly well at all times. In lessons, they are extremely attentive and engaged in their learning. They listen carefully and willingly participate in focused discussions with their classmates. Pupils show high levels of respect and consideration for one another. They are kind and caring in their outlook. Over breaks and lunchtimes, pupils move around the school in a calm and considerate way. They enjoy playing games with their friends and use equipment with care. Relationships across ages and classes are positive. For example, younger and older pupils enjoy sharing books during the reading buddy sessions in the school library.

Expected standard ●

Achievement

Expected standard ●

Pupils are well prepared for their next steps. They achieve well across the curriculum, which is reflected in their attainment in national tests at the end of Year 6. Disadvantaged pupils achieve well, including those with special educational needs and/or disabilities.

Pupils accumulate the key knowledge and skills they need in English and mathematics. Pupils become confident and successful mathematicians. From the start of school in the early years, children hear and use mathematical vocabulary accurately. Pupils have many opportunities to practise their handwriting. They use correct letter formation and take pride in the presentation of their written work.

The school's recent phonics screening outcomes are weaker than national comparators. However, leaders have addressed this decisively. Pupils currently at the school acquire the phonics understanding they need. They use their knowledge of letter sounds to read and write with increasing accuracy and fluency.

Curriculum and teaching

Expected standard ●

The school ensures that pupils experience an interesting and broad curriculum. In every subject, there is clarity about what pupils must learn and in what order. Subject leaders carry out useful monitoring activities, which provide them with clear oversight about how well pupils progress through the curriculum.

The school appropriately prioritises developing pupils' important knowledge in reading, writing and mathematics. Teachers have the subject knowledge they need. They support pupils in remembering their prior learning through routine recaps and 'flashbacks'. Teachers model subject-specific vocabulary and check that pupils understand its meaning. Staff are skilled at teaching pupils how to read and provide additional support for those who need it. Pupils are provided with many opportunities to explore a range of interesting books and texts. Class reading time and library visits are enjoyed by all.

In many subjects, teachers select appropriate activities and tasks, which move pupils' learning on. They provide pupils with useful feedback and address any errors or misconceptions if they arise. However, there are a few occasions when activities do not help all pupils to build on what they already know and remember.

Early years

Expected standard 

Children in the school's Nursery are happy and well cared for. They settle in quickly when they first start school. The school's provision for 3-year-old children is appropriate and prepares them for entry into the school's Reception classes.

Across early years, children build their social skills well. They share resources and show that they can work collaboratively and take turns. Children behave well. They know their routines and what is expected from them. They show kindness and consideration to each other.

Teaching staff ensure that children develop the key early knowledge and skills needed in reading, writing and mathematics. Children use their growing knowledge of letter sounds to read and write simple words and sentences. They develop their mathematical vocabulary and use it accurately when comparing shape, colour and ordering numbers. Children enjoy exploring books and listening to stories, songs and rhymes. They are supported in their speech, language and communication development through their interactions and conversation with school staff.

Children develop their skills across all areas of learning. For example, they engage in activities that build their fine motor skills. These include cutting, sticking and using tweezers to grasp small beads. Children use their art activities to express their own creative choices. The early years curriculum prepares them well for their next steps in Year 1.

Inclusion

Expected standard 

This school has an inclusive culture, where disadvantaged pupils achieve well. The school has clear processes to identify pupils who need additional help. Pupils with special educational needs and/or disabilities (SEND) receive support from well-trained staff. Ongoing staff training has a positive impact on how well pupils with SEND access the same curriculum as their peers. Teachers use the effective training and what they know about pupils' needs to adjust their teaching appropriately.

Leaders ensure that they have robust oversight of how well all pupils progress with their learning. This information is shared with parents and carers. Pupils with SEND and their parents have a voice in determining and reviewing their provision. Leaders ensure that any

extra help is routinely reviewed and adjusted when necessary. Advice and expertise is appropriately utilised from external services.

Leaders ensure that disadvantaged pupils have access to the full curriculum and wider experiences. The use of pupil premium funding ensures that disadvantage is never a barrier to inclusion. Leaders make appropriate use of alternative provision. They conduct extensive checks to assure themselves that the quality of this experience has the desired impact on pupils' learning and wellbeing.

Leadership and governance

Expected standard 

Leaders have an accurate understanding about the school's strengths and next steps. The context of the school and the community it serves is well understood. Decisions are always made with pupils' best interests at the heart, including the management and allocation of resources and staff. Leaders and governors ensure that the needs of pupils with special educational needs and/or disabilities and those who are disadvantaged are met.

The governing body are knowledgeable and well informed. They fulfil their statutory duties and appropriately challenge and support school leaders. This could be strengthened further through greater precision in the way leaders and governors check the impact of their actions on pupils' learning and wellbeing.

Staff workload and wellbeing is well considered. Appropriate systems and measures ensure staff receive the time and training they need to fulfil their roles. Subject leaders routinely review the impact of their subject on pupils' learning. Leaders enable staff to engage in a wide range of professional development opportunities. This is a school with a happy and motivated staff. There is a shared school-wide ambition for pupils to leave Springfield as confident and resilient young people, ready for their next educational steps.

Leaders engage well with parents and carers. They take the time to get to know them and build positive relationships. Information is shared regularly and families appreciate attending school events, such as carol singing and the 'reading café'. Pupils benefit from the strength in the relationship between school and home.

Personal development and wellbeing

Expected standard 

Pupils benefit from the school's approach to their personal development. They develop characteristics that support their learning, such as independence and resilience. They know how these link to the school's values and aspirations for them. They appreciate the importance of working hard. Pupils relish their opportunities for leadership. The school council drive initiatives and represent their peers well. The recently appointed house and sports captains act as super role models for others.

Pupils learn an age-appropriate relationships education. They know about the physical and emotional changes that happen during puberty. Pupils understand the importance of having a healthy lifestyle and how this includes regular physical activity and a balanced diet. Pupils learn about how to assess and manage risk. This includes first-aid skills, online safety awareness and road safety. Pupils know who to talk to should they have any worries.

The school ensures that all pupils benefit from wider experiences, such as clubs, trips and residential. Pupils enjoy singing in a choir with other schools. The school offers lunchtime clubs for those who find it difficult to stay after school. Pupils enthuse about their opportunities to go on residential and what they gain from them. They understand that these events build their confidence and social skills as well as providing them with many new and exciting experiences.

Pupils are knowledgeable about fundamental British values. They understand the concepts of democracy and the rule of law and why they matter. For example, they know that voting systems are used to make it fair for school council elections. Pupils learn about a range of different cultures and religions. They show respect and tolerance. They are proud that their school is welcoming to all. Pupils show compassion towards others and this drives their fundraising activities for different national charities.

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

Pupils are proud of their friendly and inclusive school. They attend well and enjoy their learning and wider experiences. From their start in Nursery, children settle in well with their peers and adults. Pupils and their families are welcomed into the school community. Parents and carers are overwhelmingly complimentary about the school. They value how staff give them time and build positive relationships. One parent sums up the views of many, 'There is a tremendous community feel to the school that we love.'

Pupils achieve well across the curriculum and are prepared for their next educational steps. This includes disadvantaged pupils and those with special educational needs and/or disabilities. The school ensures that pupils receive the support they need with their learning and emotional wellbeing. Across the school, pupils feel safe and well cared for.

The school has high expectations for pupils' behaviour. Pupils are polite, considerate and kind to each other. They are not worried about bullying. If they have any minor friendships disputes they are supported well to resolve them quickly. In lessons, pupils listen carefully and show sustained levels of concentration. Over break and lunchtimes, pupils enjoy playing outside with their friends or attending lunchtime clubs, such as board games and chess. Pupils of all ages mix well and gain much from their social interactions during times, such as 'buddy reading' and working together on the school council.

Pupils enjoy their wider opportunities to be part of the local community and meet visitors to the school. They attend the local church for key events and participate in a vast array of sporting events and the 'Junior Music Festival' with other local schools. Visitors to the school, such as the fire service and police, help pupils to understand who in the community can help them. Pupils enthuse about their residential trips and know that they add to their confidence and levels of independence.

Next steps

- Leaders and governors should ensure that they have clear criteria to measure the impact of their actions on pupils' achievement and wellbeing.
 - Leaders should ensure that teachers use ongoing assessment consistently to shape the activities that pupils complete so that they all build on what they already know and remember.
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About this inspection

The chair of the board of governors in this school is Claire Warren.

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 spoke with school leaders and representatives from the local authority and governing body during the inspection.

The inspectors confirmed the following information about the school:

The school makes use of two alternative provisions, including one that is unregistered.

Headteacher: Sarah East

Lead inspector:

Kate Fripp, His Majesty's Inspector

Team inspectors:

Rebecca Greenhalgh, Ofsted Inspector

Chris Toye, 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 6 January 2026

School and pupil context

Total pupils

337

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

332

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)

9.54%

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

2.67%

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

10.39%

Below average

What does this mean?

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

National average: 15%

Location deprivation

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	66%	61%	Close to average
2024/25 (revised)	69%	62%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	71%	61%	Above
2022/23 (final)	59%	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	81%	74%	Above
2024/25 (revised)	88%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	72%	73%	Close to average

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	79%	72%	Above
2024/25 (revised)	86%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	67%	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	76%	73%	Close to average
2024/25 (revised)	81%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	72%	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	44%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	29%	44%	Below

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)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	83%	62%	Above
2022/23 (final)	29%	60%	Below

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	50%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	29%	58%	Below

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	50%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	29%	59%	Below

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	44%	68%	-24 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	29%	66%	-38 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)	S	81%	S
2023/24 (final)	83%	80%	4 pp
2022/23 (final)	29%	78%	-50 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	50%	78%	-28 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	29%	77%	-49 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	50%	80%	-30 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	29%	79%	-51 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	3.3%	5.2%	Below
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	5.2%	5.9%	Close to average

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)	4.8%	13.3%	Below
2023/24 (3 term)	8.9%	14.6%	Below
2022/23 (3 term)	12.4%	16.2%	Close to average

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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