

Springcroft Primary School

Address: Grindley Lane, Blythe Bridge, Stoke-on-Trent, Staffordshire, ST11 9JS

Unique reference number (URN): 124163

Inspection report: 9 September 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 ●

Attendance is a clear strength of the school. Leaders maintain a sharp focus on promoting high attendance and ensuring that pupils attend school regularly. Robust systems enable staff to identify emerging concerns quickly and respond with timely support. Leaders work closely with families to understand and overcome barriers to attendance, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. As a result, attendance remains above national averages. The school's inclusive approach helps pupils whose attendance is affected by barriers outside school to access the support they need and attend consistently.

Leaders have established a calm, respectful and highly positive culture across the school. Staff model the school's expectations consistently, and pupils respond well. Clear routines are embedded from the early years onwards, helping pupils to feel secure and ready to learn. In lessons, pupils demonstrate positive attitudes and sustain concentration well. They work collaboratively, listen attentively and take pride in their achievements. Relationships between staff and pupils are warm and respectful. Pupils behave well during social times and move sensibly around the school. Staff provide effective support for pupils who require additional help to manage their behaviour or emotions. Bullying and discriminatory behaviour are rare and addressed swiftly. Consequently, pupils are well supported to succeed.

Personal development and wellbeing

Strong standard ●

The school places a strong emphasis on pupils' personal development and wellbeing. Leaders have created a carefully planned programme that helps pupils develop confidence, resilience and a sense of responsibility. The curriculum is tailored thoughtfully to the needs of the school community and ensures that pupils gain the knowledge and experiences they need to thrive beyond school.

Pupils benefit from a wide range of opportunities that extend their learning beyond the classroom. Educational visits, cultural experiences and extra-curricular clubs broaden pupils' horizons and help them develop new interests and talents. Clubs such as music, dance and arts and crafts are popular and well attended. Leaders track participation closely and take effective action to ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities participate fully in the school's wider offer. As a result, all pupils have equal access to enriching experiences.

The personal, social, health and economic education curriculum is well sequenced and ambitious. Pupils learn about healthy relationships, emotional wellbeing, economic wellbeing and how to keep themselves safe, both online and in the local community. Older pupils discuss topics such as peer influence and digital responsibility with maturity. Pupils understand the importance of physical and mental health and know where to seek support if they are worried.

Leaders provide meaningful ways for pupils to contribute to school life through leadership roles. These roles help pupils develop leadership skills and understand how they can make

a positive difference to others. Pupils value these responsibilities and take pride in representing their peers.

Pupils demonstrate a secure understanding of fundamental British values. They speak confidently about fairness, democracy and respect and apply these principles in their daily interactions. They demonstrate respect for people from different backgrounds and cultures. The impact of the school's work is evident in pupils' positive attitudes, considerate behaviour and readiness for the next stage of their education and life in modern Britain.

Expected standard

Achievement

Expected standard 

Pupils develop secure knowledge and skills in reading, writing and mathematics. Leaders ensure that pupils who require additional support receive timely intervention, helping them to make progress from their starting points. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities, who achieve well.

Children in the early years make a positive start to their education. They develop confidence in communication and early number skills, preparing them well for future learning. Pupils learn to read accurately and fluently through the school's structured phonics programme. Outcomes in the Year 1 phonics screening check are above national averages.

By the end of key stage 2, pupils' attainment in national tests is above national figures. Across the wider curriculum, pupils recall important knowledge and use subject-specific vocabulary effectively. Pupils are well prepared for the next stage of their education. Leaders recognise that some pupils do not consistently apply handwriting skills across subjects, which impacts on the quality of work. The school has introduced appropriate actions to strengthen this aspect of pupils' achievement.

Curriculum and teaching

Expected standard 

Leaders have developed a broad and ambitious curriculum that identifies the important knowledge and skills that pupils need to learn across subjects. The curriculum is organised carefully so that learning builds logically from the early years through to the end of key stage 2. Leaders review the curriculum regularly and make appropriate refinements where necessary. They have a secure understanding of the quality of education and use this knowledge to inform school improvement priorities.

In reading, writing and mathematics, leaders place a strong emphasis on securing essential knowledge. Phonics is taught consistently well, enabling most pupils to become confident and fluent readers. Pupils who fall behind receive timely support that helps them catch up successfully.

Teachers typically deliver the curriculum effectively. They receive relevant professional development that strengthens their subject knowledge and classroom practice. Staff present new learning clearly, revisit prior knowledge and generally use assessment well to check

pupils' understanding. However, staff do not consistently use the information they gather to inform pupils' next steps. Consequently, some pupils are given work that is either too demanding or does not provide sufficient challenge.

Teachers typically adapt learning appropriately for pupils with special educational needs and/or disabilities so that they can access the same curriculum as their peers.

Early years

Expected standard 

Children make a strong start in the early years. Staff establish positive relationships with children from the outset. This helps children settle quickly and develop confidence in the well-organised learning environment. Adults know children's needs and interests well. They use this knowledge to provide appropriate support so that all children, including those with special educational needs and/or disabilities and those who are disadvantaged, can access the curriculum successfully.

Leaders have designed a curriculum that develops children's knowledge and skills progressively across all areas of learning. Communication and language are prioritised. Staff model vocabulary effectively and engage children in purposeful conversations throughout the day. As a result, children become increasingly confident communicators and are eager to share their ideas with others. Opportunities for physical development are well planned, helping children develop coordination, strength and independence.

Reading is a clear priority. Children learn phonics through a structured and consistent approach. Staff regularly check children's understanding and provide timely support for those who require additional help. Children enjoy listening to stories and enthusiastically discuss familiar characters and events.

Routines are well established. Children learn to cooperate, share resources and manage their own learning. Strong partnerships with parents support children's development. As a result, children achieve well and are ready for the next stage of education.

Inclusion

Expected standard 

Leaders have established a strong culture of inclusion across the school. They have a detailed understanding of pupils' individual needs, including those with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to children's social care. Staff receive regular training that strengthens their knowledge of a wide range of needs. As a result, they typically make thoughtful adaptations to teaching and use resources effectively to help pupils access the same ambitious curriculum as their peers.

Staff identify barriers to learning early and work closely with parents and carers and external professionals to ensure that appropriate support is put in place. Parents' views help to shape support plans for pupils. However, staff do not always use the information gathered from assessments to accurately plan support that enables pupils to achieve well.

The school uses additional funding purposefully. Leaders have a secure understanding of the barriers disadvantaged pupils face and ensure that support is carefully targeted. This

includes academic intervention, pastoral support and opportunities to participate fully in enrichment activities. Strong partnerships with families and the virtual school further enhance the support available. Consequently, vulnerable pupils generally make positive progress from their starting points, attend regularly and participate fully in school life.

Leadership and governance

Expected standard 

Leaders and those responsible for governance have a clear and accurate understanding of the school's strengths and the areas that require further development. They use this knowledge effectively to identify priorities and bring about improvements that benefit pupils. Leaders review the impact of their actions carefully and adapt their plans when necessary. Their decisions are rooted firmly in pupils' best interests, particularly for those who are disadvantaged or have special educational needs and/or disabilities. As a result, the school continues to move forward with purpose and clarity.

Governors fulfil their statutory responsibilities effectively. They maintain a regular presence in school and use a range of information to evaluate the school's work. Governors provide an appropriate balance of support and challenge. They ask thoughtful questions and hold leaders to account for the quality of education, pupils' wellbeing and attendance. Together, leaders and governors share a strong commitment to ensuring that every pupil is known, valued and encouraged to succeed.

Leaders have established a positive culture where staff feel respected and supported. Professional development is carefully planned and aligned with the school's priorities. Staff value the opportunities they have to develop their expertise and work collaboratively with colleagues. Early career teachers receive regular guidance and mentoring. Leaders are considerate of workload and wellbeing. Staff value the open communication and approachable leadership. Leaders work effectively with external partners and the local community to enhance pupils' experiences and support ongoing improvement. Parents and carers are highly positive about the school and appreciate the care, guidance and ambition that staff show in helping their children thrive.

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

Pupils enjoy being part of this welcoming and inclusive school community. Each morning, they are greeted warmly by staff who know them well and take a genuine interest in their wellbeing. As a result, pupils feel safe, valued and ready to learn. Positive relationships are a notable feature of the school. Pupils speak confidently about the support they receive and know that there is always a trusted adult available should they need help.

Pupils rise to the school's high expectations and conduct themselves well throughout the day. Lessons are calm and purposeful, allowing learning to take place without interruption. Pupils treat one another with kindness and respect. They understand the importance of inclusion and celebrate the differences in their school community. Bullying is uncommon. Pupils are confident that any concerns would be dealt with quickly and effectively by staff.

Pupils enjoy learning and show enthusiasm in lessons. They attend school regularly. Teachers help pupils build knowledge over time and encourage them to think carefully about what they have learned previously. Most pupils achieve well and are developing the skills and understanding needed for the next stage of their education. Typically, staff identify barriers to learning promptly and provide effective support for pupils who may need additional help, including those with special educational needs and/or disabilities.

Pupils value the wide range of experiences beyond the classroom. Leadership opportunities, such as serving as house captains, sports leaders and wellbeing leaders, are highly regarded. Pupils enjoy a range of educational visits, sporting activities and a variety of clubs that help them develop new interests and talents. Older pupils look forward to their annual visit to Normandy, which is linked to the history curriculum. These experiences help pupils grow in confidence, develop responsibility and prepare them well for life in modern Britain.

Next steps

- Leaders should ensure that staff develop the expertise to understand the specific barriers to pupils' learning so that they can accurately plan the support needed to meet the specific needs of pupils.
 - Leaders should ensure that staff use a range of assessment approaches to identify what pupils know and what they need to learn next. This should inform accurately planned learning opportunities so that pupils achieve highly across the curriculum.
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About this inspection

The chair of the board of governors in this school is Duncan Laurence Chadwick.

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 including the headteacher, deputy headteacher and other leaders. The lead inspector held a meeting with a representative from the local authority and communicated with a representative of the virtual school. The lead inspector met with a group of members of the governing body, including the chair of governors.

Inspectors spoke to pupils in lessons and at social times and met with groups of pupils.

Inspectors met with groups of staff. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school runs on-site provision for pupils in the before- and after-school club.

The school currently uses no alternative provision.

Lead inspector:

James Dean, His Majesty's Inspector

Team inspectors:

Rachel King, Ofsted Inspector

Anna Vrahimi, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

211

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: 268

School capacity

210

Below 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)

9.48%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

1.90%

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: 4.1%

Pupils with special educational needs (SEN) support

22.75%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	77%	61%	Above
2024/25 (final)	76%	62%	Above
2023/24 (final)	75%	61%	Above
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	88%	74%	Above
2024/25 (final)	88%	75%	Above
2023/24 (final)	89%	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	91%	72%	Above
2024/25 (final)	91%	72%	Above
2023/24 (final)	89%	72%	Above
2022/23 (final)	93%	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	84%	73%	Above
2024/25 (final)	82%	74%	Above
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	90%	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	67%	46%	Above
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	67%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	83%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	100%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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	67%	68%	-1 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	67%	80%	-13 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	83%	78%	6 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	100%	80%	20 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘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 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	3.7%	5.5%	Below
2022/23 (3 term)	4.1%	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 (3 term)	11.8%	13.0%	Close to average
2023/24 (3 term)	4.9%	14.6%	Below
2022/23 (3 term)	7.5%	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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