



IQM REPORT: SPRINGFIELD SCHOOL

Date of Assessment:	8 th July 2008
Headteacher:	Mark Swaine
School IQM Co-ordinators:	Anna Bowden & Janet Turner
IQM Assessors:	Julie Roberts-Joyce, Michelle Noble
Status:	Re-Assessment 1 Successful

Context of School

Springfield is a large, purpose built school located in the centre of Crewe which serves a range of needs for pupils with severe learning difficulties from the ages of 3 – 19. At the time of assessment there were 114 pupils attending the school.

The school is very well resourced with impressive facilities; this to include a hydrotherapy pool, multi-sensory light stimulation area, a therapy unit, networked ICT system, library, design and technology workshop and a Pupil Support Unit which facilitates 1:1 and small group work. In addition a Multi Use Games Area is planned to be completed by September 2008 thus enhancing PE and sports facilities.

The school is dedicated to furthering the ECM agenda and the portfolio provides evidence of a detailed three year plan for developing the 5 key areas of 'Every Child Matters'.

The inclusive ethos of the school is reflected in its Mission Statement which states:-

“Excellence through effort.”

Springfield School has received a number of national awards including FLIGHT (Family Learning Quality Kite Mark), Investors in People, Basic Skills Quality Mark, Arts Mark, EELS and Healthy Schools Award.

Portfolio

The portfolio of evidence, consisting of a comprehensive file of documentation, is an outstanding example of good practice; it is exemplary in its detail and gives clear examples of systems, processes and activities which highlight inclusive practice in the school. Evidence for each of the ten elements is clearly signposted making it a very user friendly document. The variety in types of evidence which include DVD's and photographs provide valuable examples of policy in practice and effectively supports policy and practice.

Photographic evidence in the portfolio and throughout the school is effective in sharing with assessors the positive learning experiences available to the pupils at the school. There is a comprehensive Inclusion Policy as observed in the portfolio. The school has evaluated the effectiveness of its provision and this has resulted in a vigorous and honest whole school audit of best practice with objectives that engage the five strands of Every Child Matters.

The IQM co-ordinators, Anna Bowden & Janet Turner, are to be congratulated on their hard work in the co-ordination of the portfolio and the IQM process.

On assessment day a variety of further evidence was offered including topic books, Big Books, pupil record files and Pupil Progress files.

As a working document the assessors recommend that the school provides dedicated time to up-date the portfolio termly and thus have an instant snap-shot of the school's excellent inclusive practice.

Progress made from last assessment on Area(s) for Development

All areas for development have been fully implemented.

- *Pupil Support Centre*

Assessors observed this area of development to be more than fulfilled. Assessors were able to experience first hand the effective use of the facility in supporting 1:1 work and providing a safe, secure and calm environment in which the needs of some of the vulnerable and challenging pupils at Springfield can be met. The school has plans to further develop the Pupil Support Centre to include

a KS4 / Sixth Form Common / games room. Clearly the school continues to improve facilities in response to the changing needs of the pupils.

- *Transition stages between Key Stages.*

There is ample evidence to support this area. During interviews comments made of transition included “very smooth every time”, “individualised”.

Element 1: Pupil Progress

Pupils development and progress at Springfield is to be commended; portfolio evidence demonstrates that Springfield consistently “comes out top of the range for SLD and PMLD pupil performance and in value added data all pupils are in the middle or above range”

Assessment is continuous and informs planning with a range of assessment strategies used as evident in the portfolio: this to include PIVATS which are assessed in May annually and form the basis of class, key stage and whole school targets. Examples of Pupil Profiles files were available for scrutiny on the assessment day. Teachers use tracker to monitor progress. Individual pupil targets are indicated on Personalised Learning Plans as evidenced through the portfolio.

It was evident to assessors on assessment day that all children feel valued, safe and praised. Dedicated staff support the needs of all individuals.

Data is used effectively to identify strengths and weakness for individuals and this information is used to inform future planning, learning and teaching.

Assessments are available in individual pupil files, and are clearly written and wherever appropriate pupils have input into target setting. Where this is not appropriate every effort is made to make targets accessible through use of symbols/photos etc.

There is an ethos of celebration of success throughout the school at all levels. In the portfolio a selection of awards demonstrates the breadth of achievement; examples include Pupil of the Week, Pupil of the Term, FA Certificate of Achievement for Football Skills, SLD Schools Sports Awards and the awarding of ‘stars’ for good work and positive behaviour with the weekly winner receiving a prize. Pupils' art work takes pride of place as a celebration of achievement around the building including the foyer. Art work is very used effectively to develop children’s self esteem and personal confidence.

Teachers provide positive encouragement to pupils throughout each school day. The environment is motivational and inspirational. Pupils are enabled to have involvement the target setting process.

Staff consult with each other, external agencies and the parents/carers to ensure that support and intervention is appropriate. Teaching staff are able to plan effectively to support every child's development in the classroom.

Recognition must be given to the school's investment in emotional and practical support for parents and carers and other family members; exemplified through the role of the Learning Mentor and the provision of drop in sessions with Behaviour team to support sleeping and behaviour issues.

The School Improvement Plan indicates that the principles of SOS training have been embraced by the school and it is planned to be rolled out to staff across the whole school. .

Pupils value the opportunity to take on additional responsibility exemplified by Junior Road Safety Officers and Recycling Officers.

From portfolio evidence and interviews on the day it was clearly evident that the school consistently delivers quality challenging learning experiences for all the children in a safe, secure and happy environment.

Element 2: Pupil Attitudes, Values and Personal Development.

This is an area of significant strength in the school.

The full range of policies are in place to ensure the safety and well being of all pupils; examples include policy statements on Inclusion, Bullying, Early Years, Transition and PSHE as evidenced through the portfolio. The portfolio provides evidence of the 'Bullying Policy Statement' which details strategies employed at Springfield to eliminate bullying. This to include "promoting co-operative behaviour through rewards and sanctions and behaviour policies. The wellbeing of the child is central to the school philosophy and this is reflected in the Early Years Policy statement which states *"caring and education are inseparable – children learn best in a safe, caring and secure environment."* This is certainly evident at Springfield.

There is a real emphasis on the social and emotional skills underpinning learning with staff sharing expectations and talking through them using positive language. This is reflected well in two DVD's entitled "A Day in the Life" observed in the portfolio.

The school provides an outstanding level of support for vulnerable children and is a provision which is highly valued and praised by all stakeholders. As one member of staff commented "it is a special place to work, achievement has to be achievable, everyone is equal" whilst another stressed the holistic approach in the comment "the whole child is the focus".

During a comprehensive tour of the school assessors saw a variety of facilities in full use including the multi- sensory light room; they saw teaching and non teaching staff skilfully managing and facilitating a wide variety of learning activities and different group organisation. It was delightful to see pupil interaction, co-operation and above all enjoyment in a safe calm and nurturing environment that is Springfield School.

On assessment day it was that positive relationships are fostered between all members of the school community at every level; indeed positive productive relationships is a key feature of the school.

During pupil interviews they were excited to tell the assessors of the variety of play equipment enjoyed by all; this to include the roundabout, the Maze, the swing and the sensory garden built by a member of the Governing Body and accessible to the pupils.

Springfield School uses a range of strategies to reward and celebrate children's achievement; this to include recognition for individual, class and whole school. Examples include stars, certificates, motivators and stickers. The rehearsal for the 'Recycling' Concert observed by assessors provided evidence of pupils having opportunities share in each others success.

The school provides a variety of excellence and enjoyment activities for all; this to include 'Challenge Days,' visiting speakers and artists.

Parents and staff interviewed on the day confirmed that there are excellent transition programmes in place. The 'Getting To Know Me' booklet is completed by parents before their child starts school in Foundation and is aimed at making transition from home/school easier. The booklet was designed in consultation with parents.

It is evident from both portfolio evidence and interviews that the school puts into practice its commitment to developing the role of pupil voice. There is a well established School Council which meets regularly; KS2 committee members are elected annually and upper school committee members every two years. Equality of access is clearly evident and realised in practice through the use of an advocate/buddy to enable PMLD pupils to serve as committee members. During interviews with the School Council assessors were able to observe the success of this strategy in action.

The portfolio also provided copies of minutes of school council meetings and demonstrates its value in providing a forum for all pupils to have a voice; topics discussed include updates on actions from previous meetings, outdoor area and KS2 play equipment, repairs to the summer house, becoming an eco friendly school and how to make Springfield a better school. In addition there is a School Council display board in the school entrance. The School Council has been involved in staff appointments including that of caretaker and cook. The assessors when interviewing the School Council found members to be very welcoming, thoughtful and were impressed that each and every one felt comfortable to articulate their views and opinions clearly and with confidence. It was obvious to assessors that pupil voice at Springfield is a significant strength and that the School Council makes a huge contribution to the life of the school. A further example of pupil voice is the very successful use of PECS which one teacher commented on "gives ownership and choice" to pupils.

When during interviews pupils were asked what they liked best about school the following comments were made:-

“the teachers” “using my wheelchair in the Maze”, “swimming” “maths” thus demonstrating the breadth of experiences and the strength of relationships at Springfield.

In line with ECM – Be Healthy, the school has embraced a number of approaches to develop and promote healthy living including regular swimming sessions, the proposed implementation of ‘Girls’ informal group addressing the issues of sexual health for newcomers to the Sixth form.

In line with ECM – Economic Wellbeing, the school has embraced a number of approaches to develop and encourage enterprise activity; this to include the Sixth Form ‘Springfield Smoothie Enterprise Project’ where students have designed, made and marketed their own smoothies for sale to the school community.

Pupils are able to take part in a wide range of visits including trips to the Maritime Museum in Liverpool, the Lowry Museum in Salford, McDonalds Restaurant in Crewe (part of Work related Challenge Week – What’s my job?).

In addition pupils' development is supported through opportunities to participate in excellence and enjoyment activities such as the ASDA Year 6 Kwik Cricket tournament and horse riding for KS2 pupils.

The comprehensive school newsletter is shared with parents and provides detailed information on school life; this to include details of Governors and scheduled meetings, class news and a celebration of student participation in learning through photographs.

The pupils of Springfield School are a credit to the school and their families.

Element 3: Leadership and Management.

This is an area of significant strength in the school.

The Headteacher is an exceptional role model for inclusive values. This was reaffirmed in interviews with parents, Governors, staff and pupils. Parents interviewed spoke highly of his commitment to the pupils their families and the community of Springfield. The inclusive vision at Springfield School is reflected in a Governor comment *“Every teacher here is for the children it’s a vocation”*. One parent, with great emotion, described the difficulties she had experienced in placing her child in an appropriate educational setting and praised the school for the support and help she had received *“Mr Swain really fought for my child’s best needs”* she said. Whilst another stressed that *“the Headteacher is always available to parents”*. A Governor when interviewed paid tribute their *“very forward thinking headteacher”* and expressed his view that the school is *“very lucky to have him as the headteacher”*.

One parent interviewed commented that *“the school is like a family”*.

The document ‘Enabling Pupil Participation At Springfield School’ stresses that *“everyone must commit themselves to the challenge of ensuring pupil participation”*.

The Head teacher and senior leadership team promote high standards very effectively. There is drive for continual improvement reflected through the School Improvement Plan as observed in the portfolio.

There is a clear vision, articulated throughout the school and shared by all. There is clearly an expectation of continual improvement. All staff have access to all policies on the server and can contribute and comment.

There is the firm belief that all staff are central to inclusion and thus training has been provided to ensure that staff have the necessary skills to facilitate inclusion in practice. Staff are fully involved in the action planning process and there is clear evidence of shared leadership and responsibility throughout the school.

Collaborative leadership ensures that not only do all staff have an awareness of their role but are also fully involved in policy making. Staff interviewed felt well supported and there was an assertion that all are able to contribute to the school and receive recognition.

The portfolio provides evidence that all staff are supported in personal development through the performance management process. The ‘Preparation for your Performance Review’ form completed by staff prior to review not only facilitates reflection on personal practice and development goals and helps staff gain maximum benefit from the Performance Management process.

Element 4: Staffing Systems and Organisation.

This is an area of significant strength in the school.

Staff are a significant resource at Springfield; they are highly skilled, dedicated and totally committed to fully developing and challenging their pupils to attain their full potential. In addition to teaching staff there are 14 teaching assistants, 8 1:1 support assistants, 7 welfare assistants, 24 midday assistants, a Learning Mentor and Health Support team (nurse, speech therapist, physiotherapist, and occupational therapist). During interviews the headteacher paid tribute to the staff of the school describing them as *“superb practitioners”*. This was reaffirmed during parent interviews where their collective view is best reflected in one comment made *“the staff are so professional and caring”*. All job descriptions are in place with examples observed in the portfolio. Structures and systems are in place to facilitate the cascading of information.

Teachers and teaching assistants plan collaboratively and work together effectively to ensure inclusion is realised in practice. The portfolio demonstrates

through written documentation the breadth of support provided by the school; support is extensive and provides a vital bedrock for parents and carers.

It was evident in interviews that TA's work closely with teachers to ensure that all pupils needs are fully met. The effective deployment of staff contributes to creating a safe environment. There is also a comprehensive Staff Handbook which is to be updated and which contains a wealth of useful information for all members of staff; this to include school routines and procedures, helpful tips on lifting, moving, handling and hygiene.

Subject Development Plans as observed in the portfolio are detailed and linked to school priorities; they reflect appropriate allocation of resources and also make reference to ECM.

Staff interviewed were enthusiastic and positive in their comments and were at pains to explain how the positive atmosphere and inclusive ethos had been fostered. They stressed *"staff have very high expectations"*. When asked what inclusion meant to them at Springfield one member of staff commented *"An opportunity to be equal"*.

Staff affirmed there are excellent strategies in place to support decision making and the implementation of new initiatives. Indeed it is the assessors view that Springfield is at the forefront in innovation; there is a dedicated approach to new initiatives; this to include the development of 'E' Levels – Experience Levels to further encourage pupil engagement, the introduction of 'Preferred Learning Groups' for Numeracy, Literacy, Science and PE. The assessors commend the latter as examples of excellent practice.

The strength of teamwork at Springfield is reflected in the full participation in school life of every member of staff. This is best exemplified by the full involvement of the Learning Mentor in mainstream school. All staff empower the pupils to embrace personal challenges and experience life opportunities to the full.

Assessment day provided extensive evidence of the schools commitment to promoting an ethos of equality. This was evidenced through a variety of mechanisms including school council meeting minutes where 'equality' was an agenda item for discussion

Systems are in place for monitoring; classroom observations conducted using the 'Classroom Observation: Summative Assessment' form which provides comprehensive feedback and includes development points.

Staff are involved in regular in-house and local INSET initiatives; this to include Early Years Foundation Stage, PECS, Occupational Health and safety, Food safety in Catering, Basic Hoisting Skills, Manual Handling.

From both portfolio evidence and interviews on the day it is clear that effective teamwork is evident in all aspects of school life.

Element 5: Learning Environment.

The school entrance area fully reflects the values of inclusion. It is extremely welcoming and friendly to pupils and visitors and offers a very vibrant display of exhibits which give a flavour of the life of the school. This includes an Achievement Board for both upper and lower school, Sporting Achievements, a Celebration Book of Past Achievers and an outstanding art display including 'The Footballer' by 3GD and 'Ron the Robot'. The tranquil and peaceful atmosphere is aided by a fish tank complete with tropical fish assessors later discovered was a suggestion originated by the school council.

There is an obvious pride in the school environment, both inside and outside the building. The school offers a rich and stimulating learning environment and there is a drive to continually improve the internal and external environment; this to KS4 flower planters at the front of the school.

The school benefits from having a Pupil Support Centre which offers the opportunity for pupils to work in a more individualised learning environment when they find working in the larger class environment too difficult to cope with also to include gradual reintegration as appropriate. This facility is to be extended in September 2008 with the creation of a new class specifically for children on the Autism spectrum. A specialist teacher has been appointed to facilitate additional this additional provision. It is also planned that part of the Pupil Support Centre will be converted into a Games/Common for KS4 and Sixth form students.

The whole school environment is enriched by pupil Art work which is of a very high standard demonstrates a breadth of talent at Springfield.

There is a celebration of diversity at Springfield; this is reflected in materials & resources and activities. Diversity and different cultures are celebrated through the curriculum and visitors to school; an example includes the Jewish faith and festivals during RE Challenge Day.

Visiting theatre companies such as the Bitesize Theatre company are used to enhance curriculum delivery as exemplified by a performance of Little Red Riding Hood for class 1PF.

An inclusive learning environment is evident in all areas of the school. This is reflected in resources and equipment used to aid learning. The 'Outdoor activity Wall Play' board enables PMLD children to make a choice about what activities they would like to access at playtimes and lunchtimes. Photographic evidence in the portfolio shows PMLD students enjoying use of the 'Maze', the 'Sensory Garden', the 'Swing', the 'roundabout' and the 'Gazebo'.

There is an obvious pride in the school environment and facilities both inside and outside the building reflects this. Classroom areas have interactive displays in the classrooms which celebrate the achievement of all. There is a strong sense of ownership and responsibility for the school environment amongst pupils and staff.

Element 6: Teaching and Learning.

This is an area of significant strength in the school.

The learning experiences at Springfield are rich and varied and the organisation of the curriculum which includes Preferred Learning Groups serve as an example of personalised learning at its best. It is to be commended as a model of good practice. The portfolio and a comprehensive tour of the school provides extensive evidence of pupils engaged in different learning activities; examples include sharing story props in a story about the bear and the picnic lunch, painting activities, Chinese food tasting, cake making during maths work, using the computer for number work, writing on the Smart board, playing rhyming puppets in phonics, exploring musical instruments in music lessons and making 'chocolate fudge banana cakes' as featured in 'all Join In' by Quentin Blake, and music lessons with Manchester Camerata.

There is detailed evidence of Curriculum Planning – long term and medium term - demonstrating that teaching and non-teaching staff exhibit a strong commitment to, and a clear understanding of inclusion issues. All staff have been closely involved in the development of the school's policies and procedures for promoting the good inclusive practice evident at Springfield.

An example of good practice at Springfield is the introduction of 'Subject Challenge Days' the aim of which is to give pupils opportunities to be innovative and present challenges and experiences in different ways to engage and extend pupil's learning. The portfolio provides an extensive timetable of 'challenge days' which include Science, ICT, Work Related Learning, Literacy, Humanities, PSHE & Citizenship, Music & RE, Numeracy, MFL and Sports. Challenge days are concluded with a 'showcase' of work produced. A highlight of the summer term 2008 is the summer concert 'Recycle' when all are involved in a fantastic musical production performed before parents/carers and friends of the school.

Specific teaching approaches such as the use of PECS ensure that a range of teaching methods are used to enhance the learning opportunities for certain pupils. Visual timetables were clearly visible around the school and are used extensively. All pupils are challenged to fulfil personal goals, aspirations and ability. Many pupils work towards Entry Level, GCSE, AQA Units, Duke of Edinburgh Awards, Young Peoples Art Award and the MENCAP Gateway Award Scheme.

The learning experience of the pupils at Springfield is enhanced through participation in the annual 'Primary & Secondary College'; a number of local schools work in partnership with South Cheshire College on a variety of learning

activities. In addition pupils at Springfield have also participated in 'Artscool' in partnership with pupils from other local schools.

Sixth form pupils have additional opportunities through the relocating of some sixth form classes to the Manchester Metropolitan University site next to the school.

Twice each week KS2 pupils access the curriculum through 'Preferred Learning Style Groups (PLGs)'. Pupils work with a different group of children and staff in a different class area at this time. Subjects covered are Literacy, Numeracy, Science and PE. There are also social activities during mid morning break. The PLG's extend the opportunities for children to mix academically and socially. It also serves to ease transition.

The school continues to promote diversity as exemplified by photographic images of 1HR experiencing a Hindu wedding role play complete with costumes; clearly the pupils' appreciation and enjoyment of the activity was visible on the faces of the children in costume.

A wide variety of teaching styles are employed. There is an emphasis on multi-sensory learning techniques such as brain gym and experiential learning which are embedded across the key stages.

The learning environment throughout the school is stimulating and interactive. The displays are very well presented and create an ambience which affirms the high expectations of staff and demonstrates the contribution of all pupils.

Element 7: Resources and ICT

The school is very well resourced. The Head teacher and Governors have utilised funding to provide resources where all pupils have equal access and entitlement. The portfolio provides evidence to show that resources are directed according to individual need.

Pupils interviewed on the day spoke of their use of a of resources in particular their enjoyment of a variety of playtime equipment.

ICT is widely available throughout the school with interactive SMART boards in all classes. There is a wide selection of software available for all curriculum areas. A range of new switches have been purchased to enable all pupils to access the computers. The portfolio provides photographic evidence of pupils enjoying a variety of activities on the Smartboards.

A new ICT suite has been designed and will be ready for use in September 2008. It will be based in the secondary department and offer opportunities for pupils to further develop their skills outside normal classroom activities.

There is an established VLE which provides a lot of valuable information for parents to access.

It is clearly evident from portfolio evidence and interviews on the day that careful selection and deployment of resources enhances inclusion at Springfield.

Element 8: Parents and Carers

This is an area of significant strength in the school.

It is evident from interviews with parents that school practice facilitates a very strong partnership between parents/carers and the school. Parents were effusive in their praise for all that the school offers their children. Communication between home and school is clearly a strength. One parent during interviews described Springfield as a *"listening school"* and stressed that *"the headteacher is always available.....there is an open door policy"*. Whilst the Home/School Diary was praised several times as an effective aid to communication – evidently its successful use makes it a very powerful tool for communication.

The portfolio provides evidence of a Family Learning policy which stresses that *"school works closely with parents to develop an understanding of their child's needs."* Information on family learning programmes such as 'making story sacks' and 'Literacy Workshop' for parents' was available in the portfolio. The school clearly takes every opportunity to actively encourage the involvement of parents/carers in school life.

There is a successful 'open door' policy at Springfield; this was reaffirmed by parents, Governors and staff during interviews. *"The headteacher always gives our ideas consideration"* commented one parent

It was parents' collective opinion that teaching staff have a highly developed awareness of the needs of each child and are very sensitive in approach. There was high praise for the way in which all children are encouraged to be active learners and involved fully in school life; is to include after school club.

The PTA, 'Friends of Springfield' is very active and brings parents, staff and pupils together in a range of social and fund-raising events including the 'Grand Summer Family Entertainment Evening'.

The school supports a newly formed Parent Group which is run by parents for parents and produces fliers, workshops etc as required.

Parents felt they were able to come into school to speak about any issues or concerns. They affirmed that they would be listened to and any concerns acted upon straight away.

Element 9: Governors, External Partners and the Local Authority

The Governing Body is very highly skilled and dedicated to furthering the ECM agenda at Springfield. It is clear from interviews on the day that the Governors interviewed had an extensive depth of knowledge on a range of issues relating to inclusive practice. They explained that by becoming Governors they felt they were able *“to put something back in to the school.”*

Governors are encouraged to come into school as often as they can and indeed when interviewed Governors explained that there are Link Governors for each class. Governors are invited to join classes and also support at times of examinations as scribes.

The close partnership between school staff and external partners provides a very strong network of support for vulnerable pupils. Individual ‘drop-in’ sessions for parents and carers are offered in partnership with CAMS; additional drop-in sessions are arranged to include the Behaviour Team. The portfolio provides evidence of partnership with other local schools including Pikemere Primary School. Springfield is also involved in the Nursery Inclusion Pilot Project which further aids the transition process and provides opportunities to work with other colleagues in different settings.

It is evident from portfolio evidence and Governor interviews that in addition to providing strategic direction, members of the Governing Body are fully involved in everyday school life.

The school also exhibits a willingness to engage with and share specialist skills with others in the locality; this to include a member of Springfield staff providing support for a pupil at Alsager High School. A further example is the provision of Makaton training for cluster schools.

Element 10: Community

An aspect of the school’s “Community Cohesion Project” is the establishment of a link with Sandbach Primary school with planned joint activities for a mixed group of 7-11 year olds. Not only will this provide opportunities for diversity to be celebrated but will also promote greater understanding of the work of the two schools.

The school has established firm partnerships with a range of external providers including north Staffordshire Adventure Playground who run an after school club. The portfolio provides evidence that the after school club is accessed and well attended by a large number of Springfield pupils.

The school makes good use of both the local and wider community. Examples include the school leaver’s service taking place in Chester Cathedral and work related learning placements at Barrowmore Training Centre.

The school works hard to raise awareness of its ethos in the local community; this is exemplified by the pupils attending a Mersey Basin Campaign to plant bulbs as part of the Mersey and Ribble waterside regeneration project. Such community involvement also provides pupils at Springfield with opportunities for active citizenship.

The school works collaboratively with a number of schools in the locality. Exemplified by portfolio evidence that a number of pupils attend other schools on a regular inclusion programme; this to include Underwood West Nursery, Broad Street Primary School, Cledford Primary school, Wimboldsley Primary School, Weston Primary School, Pikemere Primary School and Eaton Bank High School. In addition through partnership work pupils at Springfield receive many invitations to participate in events and activities with other schools; some examples include Safety Town Exhibition at Malbank School, PINC week at Alsager High School, the Kielder Challenge together with students from Ruskin Sports College and an invitation to join Macclesfield High Schools 50th Anniversary Celebration.

Area(s) for Development

- To extend implementation of the Preferred Learning Groups to KS3.
- To continue to develop the Community Cohesion Project.

In conclusion the assessors would like to thank the staff, pupils, parents and Governors for allowing us to spend a wonderful day in your inclusive school. The assessors had a thoroughly enjoyable day and would like to extend their good wishes to all at Springfield for the future.

Renewal of IQM

Due: Summer Term 2011