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30 June 11

Miss J Jordan
Headteacher
Summerville Primary School
Summerville Road
Salford
Greater Manchester
M6 7HB

Dear Miss Jordan,

Ofsted monitoring of Grade 3 schools: monitoring inspection of Summerville Primary School

Thank you for the help which you and your staff gave when I inspected your school on 29 June 2011, for the time you gave to our phone discussion and meetings and for the information which you provided before and during the inspection. Please pass on my thanks to the Chair of Governors, the staff, parents and pupils with whom I met and the representative of the local authority to whom I spoke by telephone.

Since the previous inspection, a new deputy headteacher has been appointed to the school.

As a result of the inspection on 1 March 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

In 2010, the last year for which validated results for pupils in Key Stage 2 are available, the progress made by pupils was satisfactory and their attainment was average. Results rose in mathematics, which gave the school its best results in this subject for five years. Results in English, however, dipped. In most lessons observed during the monitoring inspection, pupils were making better progress in their learning. Progress was stronger in lower Key Stage 2 than in the upper part of it. Provisional assessments by teachers indicate that in Key Stage 1 the attainment of pupils is well below-average.

Senior leaders have made satisfactory progress in raising standards at Key Stage 2 in English and mathematics. Monitoring of teaching and pupils' work has focused on these subjects and staff receive helpful feedback. Consequently, a number of weaknesses in teaching have been identified. Robust action has been taken to address these with the result that more pupils are now making good progress in their learning. Marking and assessment procedures have been introduced which provide pupils with more guidance about how they

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can improve their work. However, there are inconsistencies in how well these are applied and some pupils have limited opportunities to respond to teachers' comments. New reading resources have been purchased and daily sessions for guided reading and practising mathematical skills have been introduced. Some useful links with mathematics and literacy were observed in other subjects. Pupils also have useful opportunities to apply their writing skills in other subjects, such as history. However, in some classes there is an overreliance on worksheets. Support staff have been increased and pupils with special educational needs and/or disabilities are well-supported by them in lessons and most made good progress in lessons observed. Pupils know what it is they have to do in order to improve their work in mathematics and English but some are less clear about the National Curriculum levels they are working at and aiming towards.

Satisfactory progress has been made in reviewing systems to record pupils' progress in English and mathematics. New tracking systems have been introduced which clearly show where underachievement lies. This information is used by senior leaders to monitor pupils' progress and to inform meetings with teachers where short-term targets for pupils are set and action to improve attainment is agreed. It has also been drawn on to set whole-school targets. Data are used by teachers to group pupils more effectively in mathematics and English lessons and to match work to their needs. However, not all more-able pupils are fully challenged by the work they are asked to complete. Significant progress has been made in developing links with parents and carers to promote pupils' learning. Considerable efforts have been made by the school to ensure that issues affecting pupils' well-being are tackled so that they are better prepared for learning. The school has hosted and provided more information about courses that support parents and carers. Opportunities for them to raise concerns about their children's learning have been greatly increased. More reports about pupils' progress are sent home and these provide more information about attainment and their attitudes towards learning. New curriculum newsletters advise parents which areas of learning will be studied in each class. Homework has been adapted so that it links more closely with work studied in class. Parents and carers are now invited to assemblies when their child is to be commended for good or improved work. More educational trips have been organised which has been well-received by parents. A useful school website has also been set up.

The local authority has provided good support to the school. Consultants have visited to assist with the monitoring of teaching and improvements in core subjects.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mr Michael McIlroy
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place on 1 March 2010

- Raise standards further in English and mathematics at Key Stage 2 by:
 - checking that staff use assessments of pupils' work to set challenging targets for all pupils
 - ensuring that pupils know their targets and understand their next learning steps
 - ensuring that work is matched well to meet all pupils' needs.

- Review the systems for recording pupils' progress in English and mathematics and set challenging targets for all pupils.

- Work more closely with parents and carers by:
 - ensuring parents and carers are more informed about their children's progress
 - helping parents and carers to be in a better position to be able to support their children's learning.