

Summerfield Primary School

Inspection report

Unique Reference Number	107967
Local Authority	Leeds
Inspection number	356275
Inspection dates	28–29 March 2011
Reporting inspector	David Byrne

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Mr Steve Fletcher
Headteacher	Ms Karon Wittmann
Date of previous school inspection	29 April 2008
School address	Intake Lane Bramley, Leeds West Yorkshire LS13 1DQ
Telephone number	0113 205 7520
Fax number	0113 205 7537
Email address	wittmake01@schoolslink.net

Age group	3–11
Inspection dates	28–29 March 2011
Inspection number	356275

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching and learning in 15 lessons, taught by nine teachers, and held meetings with representatives of the governing body, staff, pupils and the local authority. The inspection team observed the school's work, and looked at a wide range of documentation provided, including records of pupils' progress, the school improvement plan and policies for securing safeguarding and child protection. The team analysed the questionnaires returned by 85 parents and carers and also evaluated those returned by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether or not pupils progress at a fast enough rate to secure adequate achievement.
- The quality of teaching and the curriculum to establish whether or not the needs of all pupils, including the more able, are met.
- The effectiveness of leadership and management in implementing strategies for tackling underachievement particularly in Key Stage 2.
- The effectiveness of the governing body in evaluating the school and ensuring suitable actions are taken to improve achievement and establish secure systems that will sustain improvement.

Information about the school

This is an average-sized primary school. The large majority of pupils are of White British ethnicity with a few who are from other ethnic backgrounds. The percentage of pupils known to be eligible for free school meals is above average and the proportion identified with special educational needs and/or disabilities is average. The school educates a few looked after children. Since the last inspection, there has been significant staff movement and unavoidable absences have occurred. A settled staffing picture has been established over the last two terms and two new appointments have been made to the senior management team, one of whom is an associate headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It provides good quality care, guidance and support and gives children in the Early Years Foundation Stage a good start to their education. Good behaviour enables pupils to learn with little distraction and pupils make lasting friends and develop good social skills. Parents and carers rate the school highly and the following comment typifies that of most, 'I believe Summerfield is a fantastic school with staff and pupils respecting each other'.

After a time of considerable disruption in staffing, stability is now established and the school is moving forward from a time when progress was inadequate. Progress is currently satisfactory and improving because of the impact of better teaching, good systems for assessment and an increasingly effective senior leadership team. Attainment is broadly average; the school knows that it can be higher. Higher academic expectations have been greeted with enthusiasm by most pupils. Good progress in writing reflects the success of initiatives to promote writing in a variety of contexts and to deepen the pupils' understanding of their strengths and weaknesses. In reading and mathematics, the rate of improvement is slower because pupils are not given enough guidance about their next steps and activities are not linked enough to real life. Teaching is satisfactory. However, there are good features. Lessons are well managed and pupils with special educational needs and/or disabilities are given good support. Pupils are keen to learn but on occasion, learning is reduced because they listen for too long and are not sufficiently allowed to extend their thoughts through discussion. Assessment is generally used well to meet individual needs, although the needs of the more-able pupils are not consistently met.

The quality of management has been strengthened by extending the experience within the leadership team. All staff are pursuing a clear action plan to lift attainment and raise the quality of teaching. Effective systems are becoming embedded to monitor the quality of education and to set challenging academic targets in all classes. The core subjects of English and mathematics are effectively led but in other subjects, management systems are underdeveloped. The governing body supports the school to the hilt but is not experienced enough to be fully effective in monitoring the school's performance. The school staff accurately evaluates itself and sets pertinent and realistic targets for development. The restructured management team, improving quality of teaching and the accelerating academic progress of pupils demonstrate that the school has a satisfactory capacity to sustain improvement in future.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Improve achievement in mathematics and reading by:
 - ensuring that pupils learn from a wider range of contexts to include, where possible, links to real life
 - giving pupils clearer guidance about their next steps in learning.
- Improve the quality of teaching and learning by:
 - giving a sharper focus to the needs of the more-able pupils
 - enabling more opportunities for pupils to make decisions about their learning and working independently
 - making better use of open-ended questions to promote pupils' thinking and extend their knowledge and understanding.
- Increase the impact of leadership and management by:
 - rigorously monitoring the quality of teaching in order to share good practice and raise its quality to being consistently good or better
 - further develop the contribution of staff to monitoring the quality of provision and outcomes in all subjects
 - building the expertise of the governing body in evaluating the quality of education and its impact on the outcomes for pupils.

Outcomes for individuals and groups of pupils

3

Most pupils enjoy learning and persevere in order to solve tasks and produce work to the best of their ability. In a Year 5 lesson, pupils were totally engrossed in solving problems related to calculating the cost of posting different objects. Pupils willingly work with classmates for example, to find powerful adjectives to describe the feelings of character in a 'spooky house'. For a significant minority though, a weak vocabulary holds back the quality of discussion. Despite the good efforts of staff to overcome this weakness, it still reduces the pupils' ability to use technical language in, for example, mathematics and science.

Progress is accelerating and attainment is rising. Improvements to the curriculum have raised the profile of writing, accelerated progress and lifted attainment across the school. In reading, opportunities to read have been extended and in mathematics, a greater emphasis has been given to building pupils' skills of solving problems. Good quality support for pupils with special educational needs and/or disabilities enables them to make good progress towards their personal and academic targets. The improvements are after a period when academic attainment was static. Attainment at Year 2 has been low in recent years and has risen very slowly in Key Stage 2. Attainment at Year 6 in English and mathematics is now broadly average which, given the starting points at Year 1 which are just below average, this represents satisfactory achievement. Girls tend to attain slightly better than boys in English while in mathematics, the gap is very slight with boys doing better than girls depending on the nature of each class. Looked after children and those with special educational needs and/or disabilities benefit from good quality support and guidance and make good progress overall.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils respond positively to the school's behaviour management policies. They treat others with respect and the pupils report that they feel safe and free from harassment. Pupils take appropriate action to improve aspects of their health. There is a good participation in sport and many demonstrate an understanding of the value of exercise by, for example, walking to school. Older pupils show an understanding of the dangers of smoking, drug taking and the abuse of alcohol and the factors that may lead to mental or emotional difficulties.

The pupils' contribution to the school and its community is good. They are proud of raising funds to support a young child in the area needing cancer treatment abroad and finding resources for a school in Malawi. The school council gives pupils a voice for improving the school and they take a particular interest in protecting the environment. Pupils feel they are suitably prepared for their move onto secondary school, although there is scope for better attainment in the basic skills of literacy and numeracy. Attendance is average and pupils learn to be punctual. Social skills are well developed and most know the difference between right and wrong; pupils develop a secure understanding of the cultures within its school and community but have a limited knowledge of diversity within wider society.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils benefit from a dedicated teaching and support team. The settled nature of staffing after a period of disruption, coupled with higher expectations from senior leaders is raising

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

the quality of teaching. Staff know that attainment can be better and have established a range of action plans to rectify this. Effective initiatives are being implemented to give individually tailored support to pupils who find aspects of English and mathematics difficult and to help pupils who are falling behind. The role of teaching assistants has been adapted and they give good support to pupils with special educational needs and/or disabilities ensuring good levels of inclusion.

Some inconsistencies remain in the quality of teaching and this means that the rate of learning varies between classes. The best lessons move with good pace, show respect to pupils' views and give pupils choices about their learning. Where teaching is weaker, expectations for the most able are not consistently met, there is too much talk by teachers without pupil engagement and questions tend to restrict the way pupils discuss and think about things. A good focus on assessment is increasing teachers' knowledge of the pupils' academic performance. Marking is thorough and mostly rigorous. Pupils are encouraged to reflect on their own performance and in writing, in particular, understand their next steps in learning.

The curriculum meets requirements; it is rightly focused on raising attainment in the core subjects of English, mathematics and science. Great emphasis has been placed on improving writing partly by increasing opportunities for pupils to write in a wider range of contexts and by increasing expectations for pupils to write independently. The school is in the process of reviewing the place of reading and mathematics in the curriculum and seeking ways of raising attainment by linking each area to other subjects. Pupils experience a range of visits with good use made of the local area using buses; for example pupils investigated Egyptian mummies by visiting the city museum. Excellent facilities for outdoor and environmental learning in the school grounds stimulate learning in a variety of ways. Partnerships with local schools enhance sport and the links to the Local Authority Music Support Service offers pupils the chance to participate in a variety of musical projects. Pupils in Key Stage 2 gain an insight into another European culture by learning Spanish.

Care, guidance and support are of a good quality and at the heart of all that the school does. It is no surprise that parents and carers rate this element of the school's provision very highly. Good attention is given to helping all pupils but particularly those who struggle with learning and have emotional and behavioural issues. The learning mentor works tirelessly with families to reduce absence. Weekly attendance rewards and the involvement of the school with a local radio initiative 'Give it 100%' boost attendance. Effective behaviour management strategies and initiatives to promote emotional well-being have eliminated exclusions this year. Much is done to ease the transition of pupils to secondary school. Induction for parents and carers at the start of the Early Years Foundation Stage is excellent.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The recent restructuring of the senior leadership team has given stability to the school and injected a sense of urgency to raising academic achievement. The management of teaching and learning has improved recently and is now good; it has lifted staff morale and there is a genuine desire among all to do the best for the pupils. Good use is made of the relatively new, high quality assessment and tracking systems to identify the progress of individuals and groups so that underachievement is identified and actions taken to tackle it. The support of the local authority has been invaluable in working with the school to facilitate the effective delegation of management responsibilities.

The school is committed to ensuring good levels of equality of opportunity and tackling any incidents of racism or discrimination. Its success in this has enabled the school to receive the Stephen Lawrence Award for promoting race equality. Good partnerships with local schools, external support agencies from health, education and welfare combine to give good benefit to pupils and their families. Governance is satisfactory. It is very supportive and gathering experience in monitoring the school's effectiveness. It makes sure that the school fulfils all requirements and maintains good procedures for safeguarding the safety of adults and pupils in the school. Good procedures for ensuring child protection are understood by all staff.

The contribution to community cohesion is satisfactory. The staff and governing body understand the complexities and circumstances within the local community and make a positive contribution to cohesion within it. Strategies are planned to build links in order to improve the pupils' understanding of the multicultural dimension of modern society. Partnerships with parents and carers are good. Their views are sought and influence decisions. A range of initiatives are in place to keep families well informed, including a website, and help in supporting learning at home. Given the satisfactory outcomes and effectiveness, the school gives satisfactory value for money.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children benefit from a good start to their education in the Early Years Foundation Stage. They quickly settle into school life and benefit from a safe and secure learning environment. Good leadership and management and a dedicated and skilled teaching and support team do a good job in helping children to overcome what for many are considerable barriers to learning. Staff create a vibrant atmosphere for learning, both indoors and out. Much learning revolves around play with many opportunities for children to learn through role-play events, for example by dressing up as characters from traditional stories such as Cinderella or acting as teachers using the story of Elmer the Elephant. Care is taken to balance the choice for children with focused activities that develop the children's basic skills such as speaking and listening, recognising and using letters and sounds, promoting early writing and developing an awareness of books and number.

A relatively high proportion of children start Nursery with levels of development that are below the expectations for their age. The good provision in Early Years Foundation Stage results in children making good progress. By the end of Reception, many children have moved much closer to the national average, but a significant number are still below, particularly in their communication and language, their emotional development, and aspects of knowledge and understanding of the world. Effective assessment systems update staff about individual progress and also keep parents and carers informed about their children's development.

A good partnership exists with families; communication is good, daily contact is made with parents and carers, children's targets are shared and discussed and reading books are encouraged to be read at home. A strength within Early Years Foundation Stage is the encouragement given to children to explore the cultural diversity within society. This is

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

done by learning about events such as the Chinese New Year and also by celebrating the diversity of children within the Early Years Foundation Stage

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Around a third of parents and carers returned their questionnaires. Most are very happy with the school and rate it highly. The large majority feel that they are well informed and say that teachers are always willing to speak if any concerns exist. Parents and carers comment that the school prepares their children well and gives them a safe and secure place to learn. The provision for pupils with special educational needs and/or disabilities is particularly highly praised. A few parents had some reservations linked to the behaviour of pupils. The inspectors endorse the positive tone of the large majority of parents and carers. Inspection observations, the views of the large majority of parents and of the pupils themselves indicate that behaviour is good. Incidents of any misbehaviour are dealt with effectively and pupils state that they feel safe and secure.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Summerfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	69	21	25	2	2	0	0
The school keeps my child safe	58	68	20	24	3	4	0	0
My school informs me about my child's progress	47	55	33	39	1	1	0	0
My child is making enough progress at this school	47	55	33	39	1	1	0	0
The teaching is good at this school	48	56	32	38	0	0	0	0
The school helps me to support my child's learning	48	56	31	36	2	2	0	0
The school helps my child to have a healthy lifestyle	37	44	40	47	5	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	54	33	39	1	1	0	0
The school meets my child's particular needs	45	53	36	42	0	0	0	0
The school deals effectively with unacceptable behaviour	45	53	26	31	10	12	0	0
The school takes account of my suggestions and concerns	42	49	36	42	4	5	0	0
The school is led and managed effectively	51	60	29	34	4	5	0	0
Overall, I am happy with my child's experience at this school	58	68	22	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 March 2011

Dear Pupils

Inspection of Summerfield Primary School, Leeds, LS13 1DQ

Your school provides you all with a safe and caring place to learn. Children in the Early Years Foundation Stage benefit from a good start. In Years 1 to 6, many staff changes have occurred recently which are improving your lessons and giving you better support with things you are unsure about. I was impressed by how well you behave and the way you care for and respect others. You are justifiably proud of the hard work you are putting into lessons. Those of you who find learning hard are given good support by dedicated teachers and support staff. Academically, your progress is satisfactory but could be better. Much is being done to raise your attainment and success is evident in an improvement in writing. The school knows that more needs to be done to increase your skills of reading and in raising your attainment in mathematics.

There have been many changes in the adults teaching in your school. All are dedicated to giving you the best. Your school is currently satisfactory but is getting better because at last there is a settled teaching team and a secure set of managers. Your curriculum is being improved to make lessons more relevant to your lives.

Part of my job is to work with the school to identify ways of improving it. I have suggested that the school works with you and your families to:

-improve further your progress and attainment in reading and mathematics

- support your teachers so that they are even more effective in developing your skills of making more choices about what and how you learn
- consistently monitor the impact of all that you are given on how well you learn and the attainment you reach so that you all do as well as possible.

I wish you all the very best for your future and that you continue to enjoy school and attend it regularly.

Yours sincerely

David Byrne

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.