

# Summerhill Junior School

## Inspection report

---

<b>Unique Reference Number</b>	108965
<b>Local Authority</b>	Bristol City of
<b>Inspection number</b>	356455
<b>Inspection dates</b>	12–13 July 2011
<b>Reporting inspector</b>	Michael Merchant

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	294
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pete Franklin
<b>Headteacher</b>	Mandy Milsom
<b>Date of previous school inspection</b>	26 March 2008
<b>School address</b>	Plummers Hill Bristol BS5 7JU
<b>Telephone number</b>	01179030347
<b>Fax number</b>	01179030348
<b>Email address</b>	summerhillj@bristol.gov.uk

---

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	12–13 July 2011
<b>Inspection number</b>	356455

---

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](mailto: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](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons or part lessons were observed, taught by 11 different teachers. Meetings were held with pupils, members of the governing body, staff and the headteacher. Inspectors observed the school's work and looked at a range of documentation, including the school's records of pupils' attainment and progress, school policies including safeguarding documentation and the school development plan. In addition, questionnaires from 57 parents and carers, 46 pupils and 10 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of strategies to improve pupils' attainment, particularly in English.
- The accuracy of teachers' assessments and the use of assessment information to plan further steps in learning.
- How well the school supports those pupils with particularly low levels of prior attainment, those in the early stages of learning English as an additional language, and those that arrive midway through the school year.
- The impact of actions taken by school leaders and managers to improve the quality of teaching and learning.

## Information about the school

This school is larger than most other primary schools. Most pupils live locally and just under a half of the pupils are from a range of minority ethnic backgrounds, the largest group being of Black or Black British-African heritage. The proportion of pupils who speak English as an additional language is higher than average. The proportion of pupils who are known to be eligible for free school meals is above average. The percentage of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is average. Their needs relate mainly to moderate learning difficulties. A high number of pupils join or leave the school at other than the usual times. The school has a breakfast club and an after-school club on the site. The after-school club is not managed by the governing body and is subject to a separate inspection. In 2010, the school gained the Healthy Schools Plus Award.

**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?****2****The school's capacity for sustained improvement****2**

## Main findings

Summerhill Junior School provides a good education for its pupils. It has improved since its last inspection and has a number of very successful aspects. The school forms excellent relationships with families, including those that may be considered by some to be harder to reach, and parents are delighted with the support provided for their children. Their comments are reflected in the views of one who said: '... the school is a wonderful, safe place for my children to learn'.

The school's excellent care, guidance and support help pupils to develop confidence and maturity. Pupils are happy, behave well and enjoy their lessons greatly. They told inspectors that bullying is very rare, but they know what to do and who to go to if problems arise. Adults ensure that the pupils feel extremely safe and that the needs of each individual pupil are met extremely well. By the time pupils leave in Year 6, they are confident, well-rounded young people, ready to play their full part in the world beyond school.

By the end of Year 6, pupils' attainment is broadly average and has been improving year on year. Attainment in mathematics, in particular, has improved markedly since the last inspection. Nearly all pupils make good progress in relation to their starting points when they joined the school and most groups achieve well. Plans to teach writing more effectively, such as through raising awareness of the differences between formal and informal language, are now firmly in place, but the impact is not yet fully evident so not enough pupils reach the higher levels in national tests. Pupils with special educational needs and/or disabilities receive very good support both in class and in small group or individual tuition sessions, which enables them to make good and sometimes excellent progress in their learning.

Teaching is good and has been the key factor in accelerating pupils' progress. Teachers have become increasingly skilful in ensuring lessons are more creative. They use interactive whiteboards confidently to motivate and engage pupils. Increasingly, teachers are ensuring that work is matched to the differing needs of pupils in their lessons. However, this practice is not fully consistent; some teachers are not as adept at planning activities that really stretch the most-able pupils. The curriculum has rightly focused on embedding pupils' basic skills of reading, writing and mathematics, and has recently offered some exciting opportunities, through carefully planned 'enquiries' that really engage the pupils.

The improvement in the rate of progress of almost all pupils has been brought about by the diligent efforts of staff. They have been guided by the dynamic leadership of the headteacher with strong support from her talented deputy headteacher. Senior leaders hold all staff to account for the progress of the pupils in their classes. The governing body is well placed to review developments and to challenge the school to improve further.

**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

Even though the school has many good features, staff and the governing body are not complacent and want to lift pupils' attainment even further. They know exactly what actions to take next as a result of thorough systems of school self-evaluation. In view of the improvements in pupils' progress, their personal development and the quality of teaching and learning, the school's capacity to improve further is good.

## **What does the school need to do to improve further?**

- Raise attainment so that most pupils reach above-average levels for their age in English and mathematics by:
  - ensuring that effective techniques to teach writing are employed consistently so all pupils write confidently and creatively
  - developing pupils' higher-level problem-solving skills in mathematics
  - making sure that teachers plan for and extend the learning of the more-able pupils at a consistently challenging pace throughout lessons.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils join the school in Year 3 with skills and abilities that are below those typically expected of their age. The pupils' work seen confirms that their attainment is broadly average by the end of Year 6, and is improving strongly. This represents good progress relative to their starting points in school and all pupils, including those with special educational needs and/or disabilities, those new to learning English and those with particularly low levels of prior attainment, achieve well. Key to this success is the introduction of rigorous procedures for monitoring and evaluating the progress of the very large majority of pupils towards challenging targets coupled with good and often inspiring teaching. Consequently, the quality of learning in lessons is good and sometimes outstanding. For instance, in an excellent Year 5 literacy lesson, all groups of pupils made excellent progress and really enjoyed working in groups to complete the challenging task of writing with justification from another's point of view.

Pupils are keen to do their best, work purposefully in lessons and greatly enjoy what they are doing. Pupils' number problem-solving skills are very secure and have improved markedly since the last inspection. In a very well-taught Year 4 numeracy lesson, pupils learnt at a blistering pace because of the teacher's exceptionally high expectations of what she wanted them to learn and the fun-filled, challenging tasks she set for them. However, this is not always the case as there are occasions when higher attainers are not consistently challenged. Attainment in English is sometimes held back because some pupils have difficulty in explaining their ideas when they have read a text, which in turn inhibits their ability to write well at the higher levels; this also limits their ability in mathematics to solve higher-level number problems expressed in words.

A greatly increased focus on gearing teaching to learners' needs has secured good progress for most pupils, including those from different ethnic heritages or at an early stage of learning English. Pupils with special educational needs and/or disabilities are supported well in lessons by teaching assistants, and effective use of their individual targets ensures that they make progress. Little difference was seen in the rates of learning or attainment of boys and girls in lessons.

**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' great enjoyment of their education is illustrated by the enthusiastic way they talk about all aspects of school life. Pupils have a good understanding of the value of adopting healthy lifestyles and the need for exercise, reflecting the Healthy Schools Plus Status the school has gained. Their spiritual, moral, social and cultural development is good. Consequently, by Year 6, pupils are sensitive, thoughtful and responsible young people. Members of the school council take their role seriously and are increasingly consulted more in the strategic decisions that the school makes.

Attendance is satisfactory and improving; particularly noteworthy is the reduction in persistent absence as a result of the coordinated effort by a team of staff. Pupils demonstrate impressive social and interpersonal skills, and relish working collaboratively. This, together with secure and improving standards in the key skills of English and mathematics and good use of information and communication technology in lessons, means that pupils are well prepared for the next stages of their lives.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?**

Care, guidance and support are exemplary. Adults place pupils' well-being at the centre of their work and this makes the school a happy place to be. Support for pupils with special educational needs and/or disabilities, those new to learning English and those who join the school mid-way through the year is especially strong and helps them to achieve well. The senior staff have fostered effective partnerships with outside agencies to get additional

**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

support when it is needed, and skilled teaching assistants also make a very valuable contribution to the learning of pupils who need extra help. The school can point to striking examples of where it has helped individual pupils overcome significant barriers to their education.

The school has recently revised its curriculum to make it more exciting and creative. This has a particularly good impact on pupils' enjoyment of learning because it provides more opportunities to fully develop their creativity and imagination. However, the school has not fully evaluated the impact of this approach on the pupils' learning, especially their skills of writing longer pieces across all themes. An excellent range of out-of-school activities, including the well-attended breakfast club, provides pupils with many additional opportunities to enhance their learning and makes a valuable contribution to pupils' high levels of enjoyment.

Almost all pupils are keen to learn because of the good relationships between adults and pupils. The proportion of good and outstanding lessons is increasing and there are many exciting lessons where all pupils are keen to learn. There are plenty of staff who model good practice, with fast-paced, highly engaging lessons. Most teachers use questioning well to draw the pupils into discussion. Some inconsistencies remain, and this slows some pupils' progress. In a few classes, all pupils sometimes work at the same pace, as directed by the teacher, and this leads to insufficient challenge for the most-able pupils. Teachers mark books carefully, accurately and regularly and the advice teachers give to pupils on how to improve their work is effective. Most pupils, therefore, are clear about the next steps in their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Senior leaders, staff and the governing body share a determination to make Summerhill an exciting school that aims for the highest possible standards of attainment. The highly effective headteacher has directed improvement extremely well to improve pupils' educational opportunities. She communicates her high expectations tenaciously and persuasively so that all staff have a shared sense of direction and feel part of a successful team. Consequently, all aspects of the school have improved since the last inspection. This could not have occurred had not staff at all levels shared her vision and ambition to improve standards further and to accelerate pupils' progress. There is good commitment from all staff to achieve the best for all the pupils. School leaders track pupils' attainment closely, and ensure class teachers are aware of anyone in danger of falling behind. Expectations of what pupils can achieve are high, but the team acknowledges that there

**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

are still a few pupils who could achieve even more, especially in the more advanced aspects of writing.

The senior team use their excellent coaching and mentoring skills to offer constructive advice and training, and use their highly effective teachers particularly well to extend and share good practice. In this way, the quality of teaching and learning is steadily improving. At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils vigorously through sophisticated monitoring and exemplary support. Progress for all groups of pupils, given their different starting points, is broadly similar, indicating that the school's commitment to equal opportunities is translated effectively into its practice.

The effectiveness of the governing body is good. It is increasingly able to hold the school to account for its work and has been influential in helping senior managers secure effective school improvement. It fulfils all legal requirements, and all safeguarding arrangements were found to be effective at the time of the inspection. Good practice in safeguarding and child protection is evident in all areas of the school's work. For instance, checks on the suitability of adults to work with children are thorough.

In this highly inclusive school, every child matters and individual needs are considered very specifically. The school works well in partnership with external agencies and its partner schools to secure extra support for those pupils who need it. The school's work to promote community cohesion is good. There are good links within the local community and work to improve pupils' understanding of national and global diversity is continuing. The school itself is a very harmonious community and pupils from different backgrounds and ethnicities get on very well together.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



**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

## Views of parents and carers

Less than one quarter of parents and carers of pupils registered at the school responded to the Ofsted questionnaire. This is a lower than average return. The school has canvassed the opinions of parents and carers on frequent occasions in the recent past. Records show that a much higher proportion of parents have responded to the school's own questionnaires. The school clearly enjoys the confidence and support of the parents and carers who returned the questionnaires. A number of individual comments praised the extremely high quality care, support and guidance given to pupils, particularly to those who have special educational needs and/or disabilities and those new to the school. The few criticisms were followed up during the visit. For instance, a small minority of parents and carers raised concerns regarding the amount of progress their children were making. Inspectors found, through lesson observations, discussions with senior leaders, with pupils and through examination of the school's accurate data on pupils' attainment, that pupils' progress has accelerated rapidly recently and overall it is good. The views of the parents and carers interviewed informally at the beginning and end of the school day confirm the positive responses in the questionnaires.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Summerhill Junior 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 294 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	60	22	39	1	2	0	0
The school keeps my child safe	33	58	21	37	1	2	0	0
My school informs me about my child's progress	31	54	23	40	3	5	0	0
My child is making enough progress at this school	30	53	19	33	8	14	0	0
The teaching is good at this school	29	51	26	46	2	4	0	0
The school helps me to support my child's learning	22	39	31	54	4	7	0	0
The school helps my child to have a healthy lifestyle	29	51	27	47	1	2	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)	30	53	22	39	2	4	0	0
The school meets my child's particular needs	24	42	29	51	2	4	1	2
The school deals effectively with unacceptable behaviour	24	42	26	46	5	9	0	0
The school takes account of my suggestions and concerns	24	42	24	42	3	5	1	2
The school is led and managed effectively	30	53	25	44	2	4	0	0
Overall, I am happy with my child's experience at this school	34	60	19	33	1	2	1	2

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



14 July 2011

Dear Pupils

**Inspection of Summerhill Junior School, Bristol, BS5 7JU**

Thank you all for the warm welcome you gave us when we visited your school recently. What a lovely two days we had! We enjoyed meeting and talking to you and loved watching your Salsa drumming! You go to a good school that is improving quickly. It has many good features and you are right to be proud of it. Here are some of the good things we found out about Summerhill Junior School.

- You make good progress as you move through the school and you achieve well. By the time you leave at the end of Year 6, your attainment is similar to that of pupils in most other schools. This is because you work hard and because of the good teaching that you receive.
- Your teachers and other adults take very good care of you. You told us they make sure that everyone feels completely safe and secure.
- You behave well around the school and in your classes, and you look after each other so well. You relish working in groups and helping each other to learn, and you readily help your classmates when they find things difficult.
- Your headteacher, the governing body and all the other staff know in detail how to make sure that your school continues to improve.

To help the school improve further, we have asked those who lead and manage the school to do two things.

- Make sure that more of you exceed the expected levels of attainment in English and mathematics in the national tests that you take at the end of Year 6.
- Make sure that teachers plan your work more carefully so that it is better matched to pupils' different abilities.

I am sure that all of you will help them by always working hard and aiming really high.

Yours sincerely

Michael Merchant

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](http://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](mailto:enquiries@ofsted.gov.uk).**