

Summerfield Junior and Infant School

Inspection report

Unique reference number	103196
Local authority	Birmingham
Inspection number	376843
Inspection dates	21–22 May 2012
Lead inspector	Sue Aldridge

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	348
Appropriate authority	The governing body
Chair	Craig Kelly
Headteacher	Pip Wilkes
Date of previous school inspection	12 March 2009
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Age group	3–11
Inspection date(s)	21–22 May 2012
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Introduction

Inspection team

Sue Aldridge Additional Inspector

John Carnaghan Additional Inspector

Susan Lowry Additional Inspector

This inspection was carried out with two days' notice. Inspectors visited 23 lessons, three of which were short visits to science lessons, and spent over 11 hours observing learning. Seven of the lesson observations were joint observations with senior leaders. All but one of the teachers present were observed. Informal and formal discussions were held with pupils. Meetings were held with school leaders, a behaviour mentor and representatives of the governing body. Inspectors observed the school's work, scrutinised the data on attainment and progress, pupils' work, records and policies. Completed questionnaires from 30 parents and carers, pupils and staff were collated and analysed.

Information about the school

This is a large and growing primary school close to the centre of Birmingham. It is moving from a one-and-a-half-form entry to a two-form entry school, and year groups are larger in Key Stage 1 than Key Stage 2. The large majority of pupils are from minority ethnic backgrounds. The percentage of pupils who speak English as an additional language is high; 25 languages are spoken in the school. There is an above average proportion of pupils known to be eligible for free school meals. The percentage of disabled pupils and those with special educational needs is above average. The proportion supported at school action plus or with a statement of special educational needs is average. There is a high proportion of pupils who leave or arrive at the school other than at the usual time. This has accelerated since the building was extended and, during this academic year, 58 have been admitted, mainly to the Early Years Foundation Stage and Key Stage 1. The school meets the government's current floor standard, which sets minimum expectations for pupils' attainment and progress.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- The school’s overall effectiveness is satisfactory. It is not a good school because the quality of teaching varies too much and so pupils’ progress is uneven across the school. School leaders have identified the precise impact of the increased influx of new pupils to the school and plan to increase staffing but there is not yet a clear plan for managing this efficiently and in a sustainable way. Schools whose overall effectiveness is satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Children make satisfactory progress in the Early Years Foundation Stage. Each year, a higher proportion reaches the early learning goals. Although staff work as a team to support children’s learning, not all show a good understanding of how young children learn. Outdoor learning is not always well managed to maximise the engagement of children.
- Pupils’ achievement is satisfactory. Attainment is moving closer to national averages each year. Pupils make satisfactory progress overall in Years 1 to 6, but it varies. It is best in Years 3 to 6, where there is more good teaching.
- Teaching is satisfactory. Staff have good relationships with pupils, manage them well and successfully motivate them to learn. In most lessons, planning takes good account of pupils’ different needs. Teachers have secure knowledge of their subjects and this helps pupils to develop steadily their skills in reading, writing and mathematics. The monitoring of teaching has been less successful in securing good pace and challenge in all lessons and in encouraging independent learning.
- Behaviour and safety are good. The school is a highly diverse and harmonious community where pupils feel quite secure. There are marked improvements for pupils who find it difficult to behave well all the time.
- Leadership and management, including performance management, are satisfactory. Staff are held to account for the progress that pupils make and feel well supported in developing their skills. Self-evaluation identifies areas of performance that are in need of improvement and training is sharply focused on the school’s development priorities. However, the school does not have a means of evaluating the progress made by disabled pupils and those who have

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special educational needs whose starting points are particularly low.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good across the school by ensuring that:
 - the criteria for good teaching are reviewed, teaching is monitored against challenging criteria and monitoring records show how weaknesses are followed up
 - the pace of learning in lessons does not diminish, pupils are consistently challenged and given frequent opportunities to develop their skills as independent learners
 - ensuring that all staff in the Early Years Foundation Stage are suitably trained so that they are skilled in encouraging learning through play
 - a system is implemented for managing outdoor learning in the Early Years Foundation Stage to maximise the engagement of all children.

- Strengthen leadership and management by:
 - developing and implementing an action plan to ensure that the increasing influx of new pupils during the school year is managed in an efficient and sustainable way
 - making use of national data to evaluate the progress made by pupils whose starting points are below National Curriculum levels.

Main report

Achievement of pupils

Children enter the Early Years Foundation Stage with knowledge and skills much lower than those expected. Most have particularly limited language, personal and social skills. They enjoy their learning and make satisfactory progress. An increasing proportion in each of the last three years has reached the early learning goals but most do not.

Pupils enter Key Stage 1 with low levels of attainment and make satisfactory progress. Attainment has risen each year since the last inspection and the gap between the attainment of the pupils here and those nationally is narrowing. Inward mobility to the school depresses overall attainment by Year 2. Attainment in reading in Year 2 is low. Pupils' progress accelerates in Key Stage 2, where the teaching is often good in Years 5 and 6, and an increasing proportion of pupils reach expected levels by Year 6. Attainment varies considerably because of differences in cohorts of pupils. Currently, teacher assessment shows that two thirds of pupils in Year 6 are on track to reach the expected Level 4 in both English and mathematics, with a third set to reach the higher Level 5. Although attainment remains low overall, mainly because of pupils with particularly low starting points, including in reading, this

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represents an improvement on last year's Year 6 attainment, and the school's data shows that this group has made good gains this year.

The school's analysis shows no significant differences in the progress made by different groups of pupils. Where gaps in attainment have been identified, the school has been successful in narrowing these, such as between boys and girls in mathematics in Years 4 and 6. Improvements in English have resulted from a strong focus on writing and reading. Staff training, coupled with increased opportunities for pupils to write, including in different subjects, has helped to accelerate pupils' progress in writing. During the inspection, pupils in science lessons in Years 3 and 4 enthusiastically wrote a sequence of instructions showing how to separate a mixture including flour, rice and paper clips. The practical nature of the activity made the task enjoyable and purposeful. Pupils made use of a range of connectives such as 'next' and 'finally' in their sentences.

Although the school does not separately evaluate the progress made by disabled pupils and those who have special educational needs, inspection evidence shows that they make similar progress to others in their class. Their learning and progress are good in sessions where they have regular, individual support to improve their reading skills and boost their confidence.

Staff are skilled in teaching letters and sounds (phonics) and pupils in Key Stage 1 have secure skills in using phonics to read unfamiliar words and to spell. Pupils have positive attitudes to reading and enjoy taking books and word cards home to read to family members. Pupils in Year 6 have not had the benefit of phonics teaching in earlier years and a few find it difficult to decode unfamiliar words.

Quality of teaching

Teachers' assessments are accurate as there are robust arrangements for moderating these. In the majority of lessons, assessment information is used well to plan activities that challenge pupils of different abilities, including those with additional needs, by teaching in groups of similar ability, varying tasks, resources, support and methods of recording. Occasionally though, tasks are too easy or too difficult. Teaching assistants provide well-judged support for disabled pupils and those who have special educational needs, who grow in confidence as a result. Staff who speak minority ethnic languages enable pupils at an early stage of learning English to develop their understanding of the new language. Occasionally, teaching staff miss opportunities to encourage independent learning which, over time, leads to pupils depending on adults; this slows the pace of lessons. Currently, in the younger groups, teaching assistants are busy supporting newly arrived pupils during lessons and pupils occasionally need to wait for assistance. Similarly, the pace occasionally slows when teachers teach the class as a whole group for too long.

Skilled management of pupils means that they are engaged well most of the time. However, in the Early Years Foundation Stage, children occasionally wait too long for their turn for the most appealing activities because there is no system for ensuring

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that all can have a turn. Generally, the staff here are skilled in encouraging children's learning through play, but occasionally an over-formal approach is used where adults direct children in groups too much and children's engagement is patchy.

Teachers question pupils to check their understanding and adjust the emphasis of lessons accordingly. For example, in a Year 6 mathematics lesson it quickly became clear that all pupils had a good grasp of the addition methods being rehearsed as a starter activity; the teacher immediately changed her plans, moving purposefully on to the main task. Marking of pupils' books is thorough. Comments provide plenty of encouragement and a clear indication of what needs to improve. This helps to give pupils confidence as learners. In the Early Years Foundation Stage, informative records are kept showing children's progress; these are generally well annotated and supplemented by photographs.

Teaching encourages securely pupils' spiritual, moral and social development. There are opportunities for pupils to reflect on their work, to work in pairs and small groups, and adults provide good role models for pupils. Cultural differences are celebrated in the school and the mix of staff reflects well the cultural backgrounds of the pupils.

Behaviour and safety of pupils

Pupils get on well together and enjoy their time at school. The school's records show that the behaviour seen by inspectors is typical. Pupils, parents and carers agree that behaviour is good too. They are all confident that the school provides a safe learning environment. Pupils are friendly, courteous and welcoming. Instances of exclusion, bullying and racism are rare. Pupils recognise well the different types of bullying and say that there is an absence of these in the school, including name calling and cyber bullying. Rules for using the internet are well known and respected. The curriculum provides memorable opportunities for pupils to learn how to keep themselves safe at school, in the home and in the community. Visitors, such as from the fire service, add interest and enjoyment. Pupils are confident that staff will intervene successfully to defuse occasional disagreements. There are good procedures for managing pupils' behaviour. These are well known to pupils and consistently applied by staff. Additional support from a behaviour mentor enables pupils who have behavioural difficulties to make good improvements so that they are better able to learn. Attendance, previously low, is now average, and the 'early bird' club is successful in supporting those who find it difficult to be punctual each morning. Pupils have good attitudes to learning. They show interest and enthusiasm and concentrate well when tasks provide realistic challenge. Children learn to take turns and work amicably with others in the Early Years Foundation Stage. Older pupils work successfully in small groups and teams. When given the opportunity to work independently, pupils do so sensibly and conscientiously. Older pupils willingly take on responsibilities such as peer mediation.

Leadership and management

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There has been satisfactory improvement since the last inspection, indicating a secure capacity to improve. Leaders all play their part in checking performance, including monitoring the quality of provision and evaluating the school's effectiveness using data. They are effective in creating a learning community where relationships are harmonious, attainment is rising and staff are proud to work in the school. Parental confidence in the school is high.

Governance has improved since the last inspection although recent resignations mean that the school does not have a full complement of governors at present. Members of the governing body provide support and challenge and have been trained in interpreting data about school performance. A few visit regularly to check the provision at first-hand. The impact of increasing mobility into the school has been evaluated and there are plans to increase staffing to support new arrivals. However, leaders have not planned how to provide continued support in an efficient and sustainable way.

Targeted training and the monitoring of teaching have successfully improved teachers' practice. Staff have agreed what 'a good lesson should look like' but this does not reflect the highest expectations. Observations are not always sharply focused on specific aspects of teaching and so some inconsistencies have gone unnoticed. Records of monitoring are not always completed to show what follow-up action has been taken.

Arrangements for safeguarding pupils are secure. All staff have up-to-date training in child protection and the school's recruitment procedures reflect current legislation. Similarly, the school complies with equalities legislation, thus ensuring that no individual or group is discriminated against. All stakeholders were involved in drawing up the accessibility plan. The curriculum successfully promotes pupils' spiritual, moral, social and cultural development. Data are used effectively to identify pupils who need additional support and the provision adjusted so that it meets statutory requirements and the needs of all groups. For instance, many enrichment opportunities have been added to provide pupils with wide experiences to develop language and encourage them to write. The school draws on a wide range of external agencies to ensure that all pupils with additional needs have the support they require.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 May 2012

Dear Pupils

Inspection of Summerfield Junior and Infant School, Birmingham, B18 4AH

Thank you for making us so welcome in school, talking to us about school life and completing questionnaires. We enjoyed our visit.

We judged that your school is satisfactory. An inspector may visit to see how well you are all getting on before your next full inspection is due.

The teaching is satisfactory and so is your learning and progress. In some classes, it is better than this. Although the standards you reach are low, there is an improvement each year and so your achievement is satisfactory.

Your behaviour is good and you know well how to keep yourselves safe. We were pleased to hear that bullying and racism are rare at Summerfield. Well done on improving your attendance. It was low a year ago and is now average.

Those who lead and manage the school work hard to make sure that you have the support that you need. Pupils and staff come from many different backgrounds but all get on well together and there is a happy atmosphere.

We have agreed with the headteacher that the school will improve the teaching so that it is good in every class. Many pupils arrive in school after the start of the school year and the school is going to plan how to help them settle in a way that is manageable in the future. Leaders are also going to measure the progress of those who have difficulties that make it harder for them to learn. They will then be able to find out whether their progress is good or not. You can help with school improvement by attending as often as you can.

Yours sincerely

Sue Aldridge
Lead inspector

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