

Summerside Primary School

Inspection report

Unique reference number	101297
Local authority	Barnet
Inspection number	395730
Inspection dates	9–10 July 2012
Lead inspector	Nick Butt

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	423
Appropriate authority	The governing body
Chair	Jon Evans
Headteacher	Manjit Dulay
Date of previous school inspection	20 May 2009
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Age group	3–11
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Introduction

Inspection team

Nick Butt Additional Inspector

Kanwaljit Singh Additional Inspector

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This inspection was carried out with two days' notice. Inspectors observed 26 lessons taught by 21 members of staff. Meetings were held with parents, carers and pupils, the Chair of the Governing Body and another governor, and a wide range of staff. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including self-evaluation documents, strategic plans and other development plans. Inspectors scrutinised 106 questionnaires returned by parents and carers and those returned by staff and pupils.

Information about the school

Summerside is larger than the average-sized primary school and increasing in numbers rapidly. The large majority of pupils are from minority ethnic groups. Two thirds of pupils speak English as an additional language. Large numbers of pupils join or leave the school outside the normal times, often joining with very little English. The proportion of pupils known to be eligible for free school meals is high. The proportion of disabled pupils and those who have special educational needs (including those supported by school action plus or a statement of special educational needs) is high. The school meets current government floor standards, which set the minimum expectations for attainment and progress.

The school runs specially resourced provision for 11 deaf pupils. Many of these pupils are integrated into mainstream classes at various points during the day according to their needs. It also runs a daily breakfast club and an after-school club.

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

Key findings

- Summerside is a good school. It is popular with parents and carers and gives pupils a well-rounded education. The inspirational headteacher has a deeply held commitment to bringing out the potential in all pupils, whatever their backgrounds or circumstances, a passion shared by all staff. The school is not yet outstanding because there are not always enough opportunities for pupils to develop as independent learners and not enough of the teaching is outstanding.
- Pupils' achievement is good. All groups make at least good progress in reading, writing and mathematics, and those whose circumstances may make them vulnerable make outstanding progress. Pupils' attainment is rising at a much faster rate than nationally. Their writing, in particular, has improved considerably, because of the success of new methods of teaching. However, the school does not give enough emphasis to celebrating pupils' achievements in writing through displays or other means.
- Teaching is consistently good. Teachers' planning ensures that work is matched well to pupils' needs and there is a strong emphasis on developing pupils' speaking and listening skills. At times, there is too much direction from the teacher in lessons, which constrains pupils from making choices and working in innovative ways.
- Pupils' behaviour and safety are good. Pupils have positive attitudes to learning and work purposefully in class. They behave well under supervision, but do not always show initiative or manage their own behaviour so well independently of adults.
- The school's leadership and management are good. The headteacher and deputy headteacher form a strong partnership. They are totally committed to driving improvement and lead teaching and manage teachers' performance extremely well. New systems have sharpened monitoring procedures and given teachers an accurate view of pupils' progress, which has enabled them to plan activities and interventions which help all pupils to do their best.

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What does the school need to do to improve further?

- Make good achievement and teaching outstanding by:
 - giving pupils more opportunities for greater independence in their learning
 - building on the current good practice to extend pupils' writing skills and celebrating their achievements in writing in a variety of ways, including through displays.

Main report

Achievement of pupils

Children join the Nursery with skills and abilities well below those expected. Staff in the Nursery and Reception classes plan an excellent range of stimulating and exciting activities to capture children's imagination and develop their early literacy and numeracy skills. For example, children loved mixing fruit pieces with yoghurt and expressing how it tasted. Children make very rapid progress in the Early Years Foundation Stage because of the outstanding provision they receive. They learn to take turns, listen to one another, and to put forward their own ideas.

Pupils make consistently good progress in Key Stages 1 and 2 and their attainment has risen sharply this year throughout the school and is now broadly average. The implementation of a new scheme for teaching phonics (the sounds that letters make) systematically and reading comprehension has had a very positive impact on pupils' reading and writing skills and their understanding of text. In Key Stage 2, a focus on writing, following some disappointing results last year, has increased teachers' subject knowledge and enabled pupils to extend their skills across different subjects. In their reading, pupils achieve well from their starting points and their attainment is broadly average by the end of Year 2. Year 6 pupils did not have the same opportunity to benefit from the teaching of systematic phonics as the younger ones, and so their attainment was below average when they took tests in Year 2 four years ago and is now average, representing good progress.

Deaf pupils, disabled pupils and those with special educational needs make good progress because their needs are identified early and rigorous assessments ensure they receive tightly focused support. All staff are trained to meet pupils' needs, for example in the use of British Sign Language, so that deaf pupils are fully integrated into mainstream classes for the majority of each day. Pupils known to be eligible for free school meals and those who speak English as an additional language make similar progress to their peers. There are no significant gaps in the performance of different groups of pupils. Data show that the longer pupils remain in the school, the better progress they make over time and that all pupils are achieving better than their peers nationally. Pupils whose circumstances may make them vulnerable do particularly well because of the school's exceptionally caring ethos and knowledge of each individual.

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Pupils are keen to learn and show enthusiasm in the classroom, particularly when they have the opportunity to shape their own learning. For example, in an outstanding Year 3 lesson, some pupils read text to infer what the relationships were like between the characters, and spoke maturely about the tensions created for somebody living in the United Kingdom whose family live abroad. Almost all parents and carers who responded to the questionnaire said their children were making good progress at the school.

Quality of teaching

Teachers are skilled at promoting good spoken English so that pupils, especially those who speak English as an additional language, become familiar with the patterns and intonation of the language. This is often through repeating key phrases. They also introduce pupils to a wide vocabulary and emphasise specific scientific and mathematical terms, for example. There are excellent relationships in all classes, so that pupils are motivated to learn. Teachers make the main focus of the lesson clear to pupils and check regularly that they have understood what to do, correcting any misconceptions promptly. This ensures that pupils make good use of their time and that learning proceeds at a brisk pace.

Pupils cooperate and collaborate well. They listen attentively to one another and work well with a partner or in a group. In the best lessons, pupils are given opportunities to become actively involved in learning and exercise high levels of independence. For example, Year 4 pupils became absorbed in writing poems about summer, following an excellent introduction from the teacher which inspired them to use a wide range of poetic devices and rich vocabulary. In other lessons there is sometimes too much direction from the teacher and pupils have less choice to shape their own learning.

Deaf pupils receive good support in mainstream classes and in their own designated centre from specialist assistants and specific guidance in phonics, for example. A skilled team of teaching assistants makes a valuable contribution to the learning of disabled pupils and those with special educational needs, working closely with the class teacher to ensure individual targets are met. Reading is taught well throughout the school. The new phonics and comprehension scheme has had a very positive impact on pupils' progress this year, supporting the younger pupils in sounding out new words and understanding text. Well-run guided-reading sessions ensure that older pupils develop more sophisticated skills, such as inferring meaning from text.

Marking is of a high quality and consistently shows pupils how to improve their work and reach their challenging individual targets. Pupils know to read and respond to their teachers' comments. This enables them to act upon the advice and see improvement in their progress. Almost all parents and carers agree that the teaching in the school is good.

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Behaviour and safety of pupils

Pupils report that lessons run smoothly without interruption from poor behaviour and that behaviour is typically good around the school. This view is shared by their parents and carers. Pupils say that bullying is extremely rare and any incidents are dealt with promptly and well by staff. The school's records endorse this. Pupils have a good understanding of the forms bullying may take, such as name-calling and racist abuse, and know how to combat it. Pupils work purposefully in class and show respect to staff, visitors and to one another, although they are not always so adept at managing their own behaviour independently of adults.

Pupils say they feel safe in school and parents and carers agree with them. They have a good understanding of how to keep safe and avoid potential risks related to fire, the roads and strangers. Attendance has improved because of rigorous monitoring and is now average. The breakfast club and after-school club are run well and give pupils the opportunity to socialise and relax in a safe environment at the beginning and end of the school day.

Leadership and management

Outstanding leadership from the headteacher sets a clear vision for the school and a relentless drive for improvement. Her passion for enabling pupils to do their best galvanises staff and is reflected in their commitment and enthusiasm and dedication to their roles. All leaders and managers take pride in their responsibilities and are highly motivated and ambitious for the school, with outstanding leadership of special educational needs and the Early Years Foundation Stage. A governor said, 'They are a great team.' The headteacher brings out the best in her staff and inspires them to take on new challenges.

The headteacher and deputy headteacher have high expectations of all staff, including the support team, and performance management targets are robust and challenging. Staff are held fully to account for the school's improvement. Great emphasis is placed on providing relevant and high-quality professional development, such as in the implementation of the new phonics scheme and training for all staff on how to improve writing and make reliable assessments of pupils' work. This has resulted in a sustained rise in pupils' attainment.

The governing body supports the school well and provides a wide range of expertise. Governors ask challenging questions and are knowledgeable about the school's work, although, at times, their monitoring is rather informal. Governors ensure that all safeguarding requirements are fully met and that pupils are kept safe.

There are opportunities for pupils to practise their literacy, numeracy and communication skills across the curriculum. However, not enough emphasis is placed on celebrating pupils' extended writing, for example through displays, to recognise their achievements and inspire their classmates. The curriculum promotes pupils' spiritual, moral, social and cultural development well. Pupils learn about a variety of

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cultures and languages through 'language of the month' and visit different places of worship. Good use is made of music and the arts to promote spiritual and cultural awareness. Pupils in Years 1 and 2 all learn the violin or guitar. A good range of themed weeks and clubs, visits and visitors enrich the curriculum further.

Summerside is a fully inclusive school, where all pupils are valued as individuals and supported in realising their true potential. The school gives them the confidence and the aspiration to succeed. Equality is at the core of the school's activities and discrimination is not tolerated. As a consequence, the school is well placed to improve further.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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.
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.



11 July 2012

Dear Pupils

Inspection of Summerside Primary School, London N12 0QU

Thank you for welcoming us to your school. On behalf of the team, I would like to thank you for sharing your views with us both in person and through filling in the questionnaires. You made a valuable contribution to the inspection.

We agree with you that Summerside is a good school. You make good progress and do as well as other pupils in other schools. The teaching interests you and teachers have high expectations of what you can achieve. Their marking of your books helps you to improve your work, and you pay careful attention to their advice. Children in the Nursery and the Reception classes make an excellent start because there are so many exciting activities for them to enjoy. You behave well and work hard in class. The headteacher and deputy headteacher lead the school extremely well and make sure it carries on improving.

For your school to do even better, we have asked leaders and staff to:

- encourage you to become more actively involved in how you learn so that you can make choices about how you go about working and how you share your work with others
- celebrate your writing more in displays and other ways so that you can all enjoy what your classmates are producing and be inspired by them.

You all can help by telling your teachers your ideas about learning and doing your best at all times.

Thank you once again for your help, and my best wishes for the future.

Yours sincerely

Nick Butt
Lead inspector

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