

Summerville Primary School

Summerville Road, Salford, Greater Manchester, M6 7HB

Inspection dates 23–24 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and reach above-average standards in English and mathematics by the time they leave the school.
- In lessons and over time, all groups of pupils make good progress in reading, writing and mathematics.
- Lessons are interesting and the curriculum is exciting with many educational visits and visitors into school, which pupils say they enjoy very much.
- Teaching is good. Teachers ensure that pupils learn well through activities that help them to improve their skills and to develop their understanding, particularly in reading.
- Pupils behave well both in lessons and at break times.
- The headteacher and senior leadership team ensure that teachers and teaching assistants are well trained and undertake regular checks to make sure that the quality of teaching is consistently good enough to ensure pupils' at least good achievement.
- The governing body has a good understanding of pupils' attainment and progress. It makes regular checks on the progress of all groups of pupils.

It is not yet an outstanding school because

- Pupils' targets for improvement are not always challenging enough or used to help pupils to review or improve their own work, especially for higher-attaining pupils.
- Pupils' progress is sometimes held back by work which does not challenge them to use their skills to work on problems that may have more than one answer.
- Standards of attainment in writing are not as high as in reading and mathematics. Opportunities for pupils to write at length in subjects other than English are underdeveloped and pupils are not always given precise guidance about the punctuation and grammar required.

Information about this inspection

- Inspectors observed 19 lessons taught by nine different teachers. Of these observations, three were joint observations with the headteacher. Also, the lead inspector observed the headteacher reporting back to teachers on the quality of teaching and pupils' achievement in lessons.
- Meetings were held with a representative from the local authority, two members of the governing body, including the Chair of the Governing Body, and teachers, including senior leaders.
- Inspectors met with two groups of pupils and listened to a group of Key Stage 1 pupils reading.
- Inspectors took account of the 27 responses to the on-line questionnaire (Parent View) in planning the inspection and considered 17 questionnaires completed by school staff.
- Inspectors observed the school's work and looked at a number of documents, including safeguarding records, the school development plan, the school's data for tracking pupils' progress, monitoring reports, teachers' planning and work in pupils' books.

Inspection team

Andrée Coleman, Lead inspector

Additional Inspector

Peter Martin

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- Just over a quarter of all pupils are from minority ethnic groups and about one fifth of pupils speaks English as an additional language.
- An above-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for a free school meal and those from service families.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school uses alternative provision, Alderbrook Primary Partnership Centre, to support a very small number of pupils with special educational needs.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a separately managed children's centre on the school site which was not part of this inspection. The children's centre inspection report is available on the Ofsted website.
- Since the last inspection there has been a significant number of new staff and staff absence. About half of the current teachers were not in post at the last inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - raising teachers' expectations further and setting more challenging targets for all pupils and, in particular for the higher-attaining pupils, especially in reading
 - ensuring that pupils refer to their targets more often and check for themselves if their work meets the targets set
 - giving pupils work that have more than one possible solution so that they have to apply their skills and knowledge more widely
 - ensuring that pupils have time to respond to teachers' marking in order to improve their work.
- Further raise standards in writing by:
 - giving pupils more high-quality opportunities to develop their writing skills in a wide range of subjects
 - making sure pupils are given precise guidance on how to improve their punctuation and grammar when writing in subjects other than English.

Inspection judgements

The achievement of pupils

is good

- Children enter the school in the Early Years Foundation Stage with skills and knowledge which are well below those typical for their age. They make good progress because they are provided with a wide range of activities that interests and motivates them to learn. The activities particularly help children to develop their language and social skills.
- Since the last inspection, pupils' attainment in reading, writing and mathematics by the end of Key Stage 1 has improved. At the end of Year 2 in 2012, pupils reached average standards in reading and mathematics. Standards in writing, however, were below average.
- In 2012, pupils' attainment in the national tests at the end of Key Stage 2 shows a strong improvement, after a dip in results in 2011. According to the school's own unvalidated data, pupils reached above-average attainment in English and mathematics, with more pupils attaining higher than nationally expected standards than in the past. More pupils reached the higher Level 5 than did so nationally in 2011. Although higher-attaining pupils have made good progress, especially in reading, some of their current targets (what teachers expect individual pupils to achieve) are not high enough to further build on the progress made so far.
- The school promotes equal opportunities and tackles discrimination very well. All groups of pupils make good progress as the result of good teaching that overall challenges them to do their best. Pupils who are eligible for the pupil premium funding, pupils with English as an additional language, disabled pupils and those with special educational needs make good and sometimes outstanding, progress.
- Although pupils are given a range of opportunities to develop their writing skills in lessons other than literacy lessons, their writing in other subjects is often brief and is not produced to the same good quality as in literacy lessons. This is because teachers do not always make it clear to pupils the grammar and punctuation expected. Teachers usually place more emphasis on the content of the writing.
- Pupils' reading skills are developed well through sessions which help pupils to learn about the sounds letters make, and through reading in groups where teachers guide and develop their reading skills. As a result, by the end of Key Stage 2, pupils' achievement in reading is above average. High-quality books are plentiful in classes and around the school and pupils say how much they enjoy reading; one girl commented that she is 'on fire with her reading!'

The quality of teaching

is good

- The majority of teaching observed in lessons was good, with some that was outstanding. The school's own data showing pupils' progress for the last academic year, and this year, confirm that teaching over time is good. There are very good relationships in every class; teachers give pupils great encouragement and praise so that they become confident and enthusiastic learners.
- Teachers use educational visits out of school and visitors into school to bring learning to life through real experiences. In one lesson where pupils made outstanding progress, pupils used their experience from visiting a Second World War air raid shelter to help them role play an interview with a Blitz survivor. They were able to empathise with the survivor and used an excellent range of adjectives to convey the emotions that may have been experienced.
- In most lessons, pupils learn at a brisk pace and do not waste time. Most of the time teachers ensure that pupils are precisely clear about the quality and quantity of work that is expected of them and, as a result, they work hard. Pupils' progress is good, but is not yet outstanding because teachers do not always provide pupils, especially higher-attaining pupils, with tasks that pupils need to think particularly hard and to apply their skills and knowledge to problem-solving activities.
- The marking of pupils' work is good. Pupils receive clear feedback about what they have done well and what they need to do to improve. In some classes, pupils respond to the teachers'

marking, for example, redrafting one or two sentences to show that they have understood how to improve their work. This does not happen in all classes however.

- Pupils are given individual targets in reading, writing and mathematics. However, targets for some pupils, particularly those who are more-able do not always challenge them to do their best especially in reading Pupils know their targets but do not refer to them in lessons often enough so that they can improve their work so that they meet their targets. Teaching assistants and visiting teachers make a very positive contribution to learning in lessons. They effectively support pupils in class and teach specific programmes, such as in reading, to small groups of pupils and individuals. In addition, the learning mentor and staff from the counselling service employed by the school, support pupils' emotional well-being very effectively.

The behaviour and safety of pupils are good

- Pupils routinely behave well in school and show good, and often outstanding, attitudes to learning. They fully understand the school's behaviour policy and the rewards and sanctions. As well as applying the behaviour policy consistently, teachers provide a good role-model by treating pupils politely and showing respect for others.
- Pupils speak warmly about school staff, describing them as 'kind.' There is a supportive and caring atmosphere in school and pupils say that they feel safe. Pupils say that bullying of any type is rare and dealt with promptly and effectively by staff. The school's detailed and rigorous behaviour records confirm this.
- Pupils have a good understanding of how to keep themselves safe, including when using the internet. They understand what cyber-bullying is and know what to do should they receive a hurtful message on the internet or in a text message on a mobile phone.
- The school vigorously promotes good attendance and pupils are keen to earn rewards for attending school every day. Attendance has risen from below average to just above average. Although there is a small number of pupils who do not attend school regularly enough, senior leaders are monitoring these closely and taking appropriate action to ensure improvements.
- Parents understandably have a very positive view of pupils' behaviour. All of those who completed the on-line questionnaire (Parent View) agreed and strongly agreed that their child is well looked after in school and that the school makes sure that pupils are well behaved.
- Although good, pupils' behaviour and safety is not yet outstanding. Occasionally, there is a little inattention from pupils in lessons, for example, when their work is not as difficult as it should be.

The leadership and management are good

- The headteacher has an excellent understanding of what needs to be done to make the school even better. There has been relentless work to eradicate inadequate teaching by filling vacant posts with good teachers and training staff to ensure that their teaching is consistently of at least good quality. The impact of the training that staff have had is evident in lessons where all staff consistently use different effective teaching methods to help pupils learn well. Regular checks are made on the quality of teaching through the observations of lessons and looking at pupils' work in their books.
- Teachers take responsibility for the management of a department or subject. Leaders check on the progress of pupils for whom they are responsible and ensure that all groups achieve well overall.
- Senior leaders have provided a rich and creative curriculum. There are extensive opportunities for pupils to develop their communication skills along with their skills in art, music and dance. The appreciation and understanding of different cultures and religions are promoted very well; recently pupils experienced African drumming, dance, storytelling and sculpture provided by visitors to school as part of the school's theme of Black History.
- Pupils have good opportunities to reflect on social and moral issues. Recently, one class visited a museum in connection with work on slavery and human rights. A class book reflecting their

thoughts on the importance of freedom was produced with contributions from pupils and parents. This type of work is typical of the strong contribution made by the curriculum to pupils' spiritual, moral, social and cultural development.

- Safeguarding and arrangements for child protection are robust and meet requirements. There has been much staff training to enhance the support for pupils and their families. All appropriate recruitment checks are made on new staff.
- Leadership, although good, is not yet outstanding because pupils' achievement in writing is not yet as good as in reading and mathematics. Also, the quality of teaching is not yet consistently outstanding. However, the range of improvements, including the improvement in the quality of teaching since the last inspection, demonstrates a good capacity for further improvement.
- The local authority has provided highly effective support in response to the school's needs. Regular support has been given to senior leaders in their drive for improvement. The effective partnership between the local authority, school leaders and the governing body has resulted in rapid improvements to the quality of teaching and to pupils' achievement.
- **The governance of the school:**
 - Governance is of good quality. The governing body has a good understanding of pupils' attainment and progress. Governors carefully monitor the progress of all groups of pupils, including those in receipt of the pupil premium funding, pupils with English as an additional language, disabled pupils and those with special educational needs. It ensures that the pupil premium funding is spent wisely, such as on additional help for pupils' reading, an extra teacher to support mathematics in upper Key Stage 2 and on counselling services and residential experiences for pupils. The governing body is well informed about the school's relative strengths and weaknesses and how the school compares with other similar schools. The quality of teaching and teachers' performance management is monitored through reports from the headteacher and by carefully reviewing the school's tracking data. The school's budget is well managed and governors attend training regularly to ensure that they have the skills to be effective in checking that the school provides at least a good quality of education for all its pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105889
Local authority	Salford
Inspection number	400807

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	220
Appropriate authority	The governing body
Chair	David Leigh
Headteacher	Joanne Jordan
Date of previous school inspection	1 March 2010
Telephone number	0161 7364814
Fax number	0161 9211284
Email address	joanne.jordan@salford.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

