

# Summerfield Primary School

Intake Lane, Bramley, Leeds, West Yorkshire, LS13 1DQ

## Inspection dates

5–6 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although recent improvements introduced by the leadership team have increased the rate of pupils' progress, this is not consistently good across all year groups or over time.
- Pupils' achievement in writing and mathematics is below that of reading. Pupils do not have sufficient opportunity to practise their mathematical and writing skills in all of the subjects they study.
- Teachers do not always use school information about pupil progress to help provide the children with activities that will enable them to move forward in their learning.
- More able pupils do not always attain the standards of which they are capable because the level of work is not consistently or sufficiently challenging.
- In a few lessons teachers spent too long on lengthy explanations which cut down the time for pupils to work on their own.
- While performance management is systematic, leaders do not always focus on the progress of pupils in their checking of teacher's performance in the classroom.

### The school has the following strengths

- The Early Years Foundation Stage gives children a good start to their education. Children have many opportunities to learn and play together and the area is bright, vibrant and welcoming to all.
- Pupils enjoy their school and show their pride in everyone connected with it by such observations as, 'We like our school and do lots of fun things'. Their behaviour is good, they understand how to keep themselves safe and they are exceptionally well mannered.
- Attendance has improved and is now in line with the national average.
- Pupils who are entitled to pupil premium or who have special educational needs are making up for gaps in their learning and most make the progress expected from their starting points.
- Teaching is improving because teacher's growing awareness of the levels of progress pupils are making.
- Senior leaders and members of the governing body demonstrate a strong commitment to improving teaching and achievement, which is now being translated into action. Progress and attainment in Key Stage 2 are beginning to improve.

## Information about this inspection

- Inspectors observed teaching and learning in 14 lessons. In addition, they observed the teaching of small groups of pupils receiving extra support for English and mathematics.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school in the morning. They took account of 12 responses from parents to the on-line (Parent View) survey.
- Meetings were held with the Chair and two members of the governing body, staff and a representative from the local authority.
- Inspectors looked at a number of documents, including those relating to child protection and safety, the school’s monitoring of teaching and school improvement.
- Inspectors heard four groups of pupils read and checked the school’s assessments of pupils’ progress in reading. They also looked at the school’s tracking system showing pupils’ progress in mathematics and English.

## Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Pamela Davenport

Additional Inspector

# Full report

## Information about this school

- Summerfield is an average sized primary school.
- The proportion of pupils eligible for the pupil premium is above the national average.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The majority of pupils are White British with a small number of children with English as an additional language.
- The school holds a number of awards, including Active Mark Gold Award and Healthy School status.
- The school meets the government's current floor standard, which set minimum expectations for pupils' attainment and progress.

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

- Accelerate pupils' achievement in both English and mathematics to be at least good by:
  - ensuring that the number of pupils achieving the higher levels in the end of year national tests is increased
  - providing more regular, focused opportunities for pupils to reinforce and practise their literacy and numeracy skills in all subjects of the curriculum.
- Improve the quality of teaching and learning so that it is consistently good or better across the school by:
  - providing pupils, especially the more able, with suitable tasks that are matched to their level of ability
  - ensuring teachers spend less time talking to the whole class to allow pupils more time to work by themselves
  - using the improved assessment systems more effectively to ensure that pupils receive work and activities which better support them in taking their next steps in learning.
- Increase the impact that leaders at all levels have on pupils' attainment and progress by:
  - checking that teachers are setting tasks that are matched to pupils' different levels of ability
  - ensuring that the checking of teaching performance is even more robust, consistent and systematically focused on pupil progress in lessons.

## Inspection judgements

### The achievement of pupils

### requires improvement

- By the time pupils leave the school their attainment is below the national average, but it has improved. Progress across the school is variable and historically not enough pupils by Year 6 have made any better than expected progress from their starting point in Year 2. This means that achievement is not yet good. The targets that pupils are expected to achieve are not ambitious enough to ensure more pupils make good progress.
- Children's skills on entry to the Nursery class are generally well below that which is typically expected for their age in all areas of learning. As a result of good teaching, sensitive and focused support, and a variety of activities to engage them in their learning, they make good progress in both nursery and reception and achieve well. They engage positively with their learning and enjoy the many opportunities they have to learn by doing.
- Achievement across Key Stage 1 and 2 is improving and the latest data available, including lesson observations during the inspection, demonstrate encouraging improvements over recent time, particularly in reading.
- In Key Stage 2, although more pupils are beginning to exceed expected rates of progress, there are too few for overall progress to be good. Pupils' skills in reading, for example, are improving. However, pupils' progress is inconsistent between years and on occasions pupils in Year 6 are having to catch up on skills they have not mastered fully earlier. This is particularly the case in problem solving in mathematics and specific writing skills.
- Pupil progress in reading is more consistent across the school and pupils are confident in their reading skills. Most pupils have a good knowledge of the sounds that letters make and know how to 'break words down' when they are unsure about new vocabulary. The best readers are fluent and read with expression.
- Disabled pupils and those with special educational needs make the same progress as their peers. On occasions, and as a result of effective one-to-one and small group support, pupils supported at school action plus make good progress.
- Pupils known to be eligible for the pupil premium benefit from activities within the curriculum, residential visits and educational trips for example, are designed to offer them experiences they would not normally have. This group are making good progress in comparison to their peers. Having said that, pupils known to be eligible for free school meals currently attain below average standards which are similar to those of others.
- The small numbers of pupils from minority ethnic backgrounds, many of whom are at the early stages of learning English as an additional language, receive good support from teachers and other staff.

### The quality of teaching

### requires improvement

- The quality of teaching is good in the Early Years Foundation Stage and leads to pupils achieving well in all areas of learning. In a lesson in which the children were learning about sounds they made very good progress because of the very positive climate and excellent support for all groups. Classroom performance remains inconsistent across the rest of the school however and so teaching requires improvement overall.
- In all classes, relationships between pupils and between pupils and adults are good and pupils are generally keen to learn. Pupils are especially positive about how the school teaches and encourages them to read. Classroom walls are adorned with displays which support pupils' learning in English and mathematics, but across the curriculum there are insufficient focused opportunities for pupils to practise and improve their literacy and numeracy skills.
- In a science lesson in Year 5, pupils, particularly those with special educational needs, made rapid progress and their confidence increased when learning how to carry out an investigation

because the activities were very well sequenced and matched accurately to their needs. Pupils responded well to the teachers' high expectations and skilful questioning and feedback by the teacher further accelerated pupils' learning.

- In lessons where progress is less than good, pupils are not always as engaged in their learning as they should be. This is often because lessons are over complicated, there is too much talking from the teacher and pupils are not required to take enough responsibility for their own learning and progress. They sometimes have to listen to lengthy teacher introductions and do not begin their activities quickly enough.
- Similarly, although challenge for all groups of pupils is generally realistic, it is on occasions not high enough for the more able pupils. This has a negative impact on their learning as they are not always required to aim for the highest standards.
- The marking of pupils' work has improved recently but varies in quality throughout the school. Sometimes pupils are not always given enough guidance about how to improve their work.

### **The behaviour and safety of pupils** are good

- Pupils behave with respect and courtesy to adults and other pupils. They have a well-developed sense of right and wrong.
- At lunchtimes, pupils are well mannered and most sensibly chat at the dining tables or help to clear away although sometimes noise levels rise too high. At playtimes, they behave well and line up in an orderly fashion to come back into school.
- Pupils are eager to take on responsibility at playtime and lunchtime, when for example older pupils look after younger ones. Older pupils understand their responsibility to model good behaviour and safe practice. The 'peer mediators' show great maturity in ensuring younger pupils are looked after on the playground and around school. Pupils enjoy playtimes which are very happy and secure for all.
- Pupils enjoy school and all groups of pupils say that they feel safe in school due to the good care and attention they are given by their teachers and other adults.
- Pupils show a high level of respect, care and engagement with other pupils and staff. As one young pupil said, 'Our teachers look after us and so do our friends'.
- When in class they understand that they are there to learn so lessons flow smoothly. Where pupils present challenging behaviour the pupils themselves provide a supporting role. For example, in a Key Stage 2 class one child was very kind and supportive in helping one of her friends stay focused in a lesson. Scrutiny of behavioural records shows that this is the case over time too.
- Pupils are unanimous in their rejection of bullying in any form. They say that the school teaches them about what forms bullying can take and the dangers of each.
- The great majority of parents who completed the on-line questionnaire expressed the view that their children believe they are safe and well cared for in school and this is reflected in their improving attendance.

### **The leadership and management** requires improvement

- Senior leaders are committed to on-going school improvement and with their headteacher, they lead by example and are regarded highly by all staff.
- The school has an accurate understanding of its performance and has recently developed some very useful information to ensure that all teachers know what level of progress each pupil is making. However, at the moment, this information is not consistently used well by all class teachers to ensure suitable tasks are provided to allow pupils to achieve their best or to target specific groups of learners that require attention. This is particularly the case for more able

pupils in mathematics and writing. Leaders do not always check well enough that teachers set tasks at just the right level when they monitor lessons.

- Staff are positive and committed to performance management, and are appreciative of the in-service training and opportunities to observe the teaching of their colleagues. Staff have a range of targets but these are not consistently aligned to pupil progress.
- The curriculum is developing well. The leadership team has rightly focused on raising achievement in reading, writing and mathematics. Also, the school provides a broad and enriched range of experiences with topics enriched for example, with 'Pirate' and 'Medieval' days. However, opportunities to apply their reading, writing and mathematical skills in topic work is not always planned for. Residential visits, visits to museums and galleries and frequent visitors to the school are greatly appreciated by the pupils.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. International links through their relationship with a school in Malawi, which includes fund raising and 'pen pals', extend pupils' horizons and their appreciation of other cultures. All staff promote equal opportunity well as can be seen in equal access to the rich extra-curricular activities.
- The school works successfully in partnership with others, including Swinnow and Stanningley Primary Schools, and a local cluster of primary schools.
- The school promotes equality of opportunity well and fosters good relations between pupils of all levels of ability and from all cultures. Safeguarding and child-protection arrangements are fully in place, regularly reviewed and meet statutory requirements.
- The local authority has worked hard to support the school. It is involved in the 'joint review group' which is helping the leadership of the school stay focused to the challenges to be tackled.
- **The governance of the school:**
  - Governance has improved since the previous inspection and members are beginning to ask more informed questions of the school leadership. They ensure that performance management takes place and links to salary progression. Governors make sure that money, including the pupil premium funding, is used effectively to benefit pupils. They ensure that safeguarding requirements are met. Governors communicate well with parents and take account of their views.

## 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

<b>Unique reference number</b>	107967
<b>Local authority</b>	Leeds
<b>Inspection number</b>	405142

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Fletcher
<b>Headteacher</b>	Karon Wittmann
<b>Date of previous school inspection</b>	28 March 2011
<b>Telephone number</b>	0113 205 7520
<b>Fax number</b>	0113 205 7537
<b>Email address</b>	wittmake01@schoolslink.net



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](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).



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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](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 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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

