

Summerfield Junior and Infant School

Cuthbert Road, Winson Green, Birmingham, B18 4AH

Inspection dates 22–23 January 2014

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 because they are encouraged to see their potential as learners, aim high and work hard – including those who are more able.
- Most pupils in all year groups are making good progress in their reading and writing from their low starting points when they join the school. The progress made by pupils in mathematics is outstanding.
- Pupils' attainment has risen rapidly in recent years and most pupils are currently working at average levels for their ages.
- There is very little difference in the progress made by the wide range of learners at Summerfield. Disabled pupils and those who have special educational needs and those with particularly low levels of prior attainment make equally good progress to that of others.
- The school has successfully eliminated the gaps in performance between pupils eligible for free school meals and other pupils.
- Leaders have been highly successful at raising the expectations of teachers and pupils. Teaching in the school is now good with much that is outstanding.
- Pupils behave well, feel safe and enjoy their learning. Pupils have a clear understanding of the school's high expectations of behaviour.
- Leaders, managers and governors have an accurate understanding of the school's strengths and have taken decisive and effective action to improve the quality of teaching and to raise pupils' achievement since the previous inspection.
- Consequently, this is a school where parents can send their children to with great confidence.

It is not yet an outstanding school because

- Too few pupils are making outstanding progress in their lessons and over time.
- Pupils are not always encouraged to think deeply about a topic in response to teachers' questions.
- Pupils occasionally waste time sitting around waiting for others to catch up because some teachers do not use lesson time effectively.
- Pupils' progress in reading and writing is good, but not as rapid as it is in mathematics.

Information about this inspection

- Inspectors observed teaching in 20 lessons, including seven that were observed jointly with senior leaders.
- Inspectors listened to pupils read and visited classrooms with senior staff to look at how well disabled pupils and those who have special educational needs are learning. Inspectors also visited lessons with senior staff to look at pupils' progress in mathematics, English and a range of other subjects.
- Discussions were held with senior and subject leaders, staff, the Vice Chair of the Governing Body, a representative of the local authority and various groups of pupils.
- Inspectors observed the school's work and looked at its checks on the quality of teaching and pupils' achievement. Planning documents, safeguarding procedures, external evaluations of the school's work and examples of pupils' work were also examined.
- There were too few responses to the online questionnaire (Parent View) for inspectors to take into account. Parents' and pupils' responses to the school's own recent surveys and written comments made by parents were considered by the inspectors. Inspectors also analysed the responses to inspection questionnaires returned by 34 staff.

Inspection team

Michael Merchant, Lead inspector

Additional Inspector

Enid Korn

Additional Inspector

Sue Calvert

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- The very large majority of pupils come from a wide range of minority ethnic groups.
- The proportion of pupils who speak English as an additional language is very high.
- The proportion of pupils supported through the pupil premium is above average. Pupil premium is additional funding from the government for some groups of pupils, including those known to be eligible for free school meals and those in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs 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 below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.
- High numbers of pupils join or leave the school other than at the usual times.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and further accelerate pupils' progress, especially in reading and writing, in all lessons by:
 - making sure that all teachers use time effectively to ensure every pupil makes very rapid progress and learns successfully in every lesson
 - encouraging all pupils to think deeply and give full answers when answering questions in class.

Inspection judgements

The achievement of pupils is good

- Pupils enter the school with skills and abilities that are low compared to those expected for their age, particularly in communication skills. In the Early Years Foundation Stage, children make good progress, especially in reading, where good attention is paid to children's ability to blend sounds and letters into words (phonics).
- The standards children reach when they enter Year 1 are still below those expected for their age, although a growing proportion are attaining a good level of development.
- All groups of pupils, including those from minority ethnic groups and those who speak English as an additional language, make good progress overall in reading, writing and mathematics as they pass through Key Stage 1.
- Pupils' attainment by the end of Year 2 is below average but is rising strongly. The school is closing the gap between the standards that pupils aged 7 reach and those reached nationally.
- By the end of Year 6, pupils' attainment, overall, is broadly average, and is getting better year on year. The achievement of all groups of pupils as they pass through the school, including those whose circumstances make them vulnerable and the more able, who achieved highly at Key Stage 1, is good. This reflects the success of the school's determination that all pupils should have an equal opportunity to succeed.
- Pupils achieve particularly well in mathematics. In 2013, nearly every pupil made the nationally expected two levels of progress in mathematics and two thirds made three levels. This represents outstanding progress and puts the school in the top 3% of schools in the country for the progress pupils make in this subject.
- Across the school, leaders have instilled an awareness of the need to develop the reading, writing and speaking skills of pupils and teachers plan assiduously to use these skills in lessons. Standards in reading are improving year on year and pupils make strong gains in their reading and writing skills, given their low starting points. Very well considered and highly effective reading support starts in Year 1 for any pupils who need it. As a result, pupils read and speak with increasing confidence as they move up the school.
- Pupils' achievement in reading and writing is good, but not as strong as in mathematics. Pupils work hard at writing long pieces of work across various subjects and are helped to read at length when investigating or researching a topic.
- The high numbers of pupils that enter the school speaking English as an additional language make good progress at developing their speaking, reading and writing skills. This is because all teachers regard themselves as teachers of English as an additional language and they, and other adults, play an important role in supporting pupils.
- The school plans very well judged extra support for pupils who are known to be eligible for pupil premium funding. It has provided individual help and guidance, additional tuition as well as financial support to enable them to participate in out-of-school activities and courses. This support has effectively eliminated the attainment gap between these pupils and others so that in 2013, pupils entitled to free school meals attained more highly and made more rapid progress than others in the school.

- Very-high numbers of pupils join the school late in Key Stages 1 and 2, often with skills in reading, writing and mathematics that are well below those expected of pupils nationally. The school takes great care to make sure that each of these pupils is given just the right degree of help and support to catch up with others and all are making good progress.
- This careful attention to ensuring that pupils achieve well extends particularly to disabled students and those who have special educational needs. Well-targeted support for these pupils enables them to overcome many of their difficulties and make the same good progress as their classmates.

The quality of teaching is good

- Teaching has improved considerably since the previous inspection. Teachers and teaching assistants provide pupils with work which is exactly matched to their particular abilities to ensure that they make progress, including that of the more able. There is some outstanding teaching, but not yet enough to ensure exceptionally good progress across all year groups and subjects.
- Teachers have well-established, positive relationships with pupils, so that pupils are calm, settled and ready to learn. Pupils are keen to meet teachers' high expectations of behaviour and learning.
- Lessons are challenging for most pupils. Most teachers expect much of their pupils both in work rate and in the amount of thought and effort they get out of pupils, in reading and writing as well as in mathematics. Pupils are encouraged to read and write at length, and well as to tackle challenging mathematical problems.
- Pupils eagerly grasp all opportunities to work according to any methods adopted by teachers or by themselves and relish sharing information and helping each other to learn. Teachers often judge astutely when they can stand back and let pupils get on by themselves, intervening when necessary, but giving the pupils chances to find out for themselves. In other situations, they instruct pupils directly and the pupils listen intently and apply what they learn. In most lessons, pupils are eager, show great enthusiasm for their learning and try hard when faced with difficult problems.
- Occasionally, pupils' progress is hindered and lesson time wasted as they wait for others to catch up with them. Sometimes they are given extra work when they complete a task, which does little to extend their thinking or strengthen their skills.
- Teachers' questions often deepen pupils' understanding and ability to think more widely about a problem. In a few lessons, this is not the case, and pupils are allowed to respond with superficial answers that are poorly explained.
- Teaching assistants guide and question pupils effectively, particularly disabled pupils and those who have special educational needs. They help these pupils to make good progress alongside developing their self-confidence and self-reliance.
- In an excellent Year 6 mathematics lesson, for instance, the class teacher and teaching assistant worked in an excellent partnership to ensure that all groups of pupils were highly motivated and worked at full pace to develop ways of using different ways to investigate ratios. Some worked together in a group to use ratios when making a 'smoothie' from a variety of different fruits. The teacher and the teaching assistant used very searching questioning techniques to expand pupils'

vocabulary and the high standard of work produced reflected exceptional progress in pupils' speaking, listening and writing as well as in their number skills.

- Leaders have secured big improvements in the quality of teachers' marking, which is now very effective. Pupils know precisely how well they are doing and what levels they are aiming for.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite and friendly towards each other, to staff and to visitors. They are proud of their school and enjoy it greatly.
- The atmosphere in the school is warm and welcoming and encourages vulnerable pupils to feel secure. Individuals speak with great feeling about how the school has helped them to overcome barriers to their lives and learning and improve. Pupils are confident that they will get good advice.
- Most pupils are keen to learn. They work hard in lessons, listen attentively and show great eagerness when working in any situation. They are particularly adept at searching out information and solving problems for themselves.
- In the few lessons that do too little to inspire pupils, a small number of pupils, to the intense annoyance of the others, can engage in some silly, inappropriate behaviour.
- Spiritual, moral, social and cultural development is very well provided for. Pupils from different social and ethnic backgrounds get along noticeably well. They offer thoughtful responses when given the opportunity to reflect on spiritual or moral issues during lessons. They show great respect for, and interest in, the views of others.
- The school's work to keep pupils safe and secure is good. Leaders and staff make sure that all pupils can live and work in the school without fear of discrimination or unkindness from others. Pupils feel safe within the school and say that they are sure that there is no bullying. Staff make sure they have a good understanding and awareness of the different forms of bullying, such as name-calling and bullying based on gender or social or ethnic background. They are aware of the dangers posed by some internet sites and, equally, they know that adults will help them should they have any concerns.
- The school has worked successfully with the small number of parents who take their children on extended leave from school during term time. The attendance of all groups, although still below average, is much higher than at the same time during the previous year and the proportion of pupils who persistently miss school is declining.

The leadership and management are good

- The strong and tenacious leadership of the headteacher, supported most effectively by a talented and energetic deputy headteacher, is one of the key factors in the school's success and its strong capacity to sustain further improvement.
- The headteacher and deputy headteacher have led a transformation of the school and have galvanised the senior leadership and those with subject responsibilities so that all are performing their roles with passion and enthusiasm. Staff have high expectations and ambition for pupils, and have responded with eagerness and confidence to the challenge to improve pupils' learning in lessons.

- The determined and clear-sighted drive of the senior leaders has led to rapid improvements in teaching and learning which in turn are leading to an acceleration of pupils' achievement.
 - Learning, progress and the quality of teaching are checked regularly and are closely linked to teacher's performance and pay increases. Leaders' observations of lessons identify good practice, which can be shared and also trigger support when teaching requires improvement. New staff are extremely pleased with the help they receive. Staff questionnaires are 100% positive about leaders' impact on improvement.
 - This sharp focus on making everyone accountable for their performance has brought about a rapid change in the quality of teaching and of the rate of pupils' achievement.
 - Subject leaders check the quality of teaching in their respective areas rigorously. They use their excellent coaching and mentoring skills to offer constructive advice and training and use the best teachers very well to extend and share good practice with other colleagues. In this way, the quality of teaching and learning is going from strength to strength.
 - Pupils are given challenging academic targets that have raised their ambitions. Leaders responsible for subjects and areas of the school's work, make good use of information on pupils' progress to check any slowing down. Checks are followed up swiftly with well-thought-out support that helps pupils who fall behind to catch up.
 - The school has used the new primary sports funding effectively to improve the quality and breadth of physical education and sports provision. The range of after-school sports clubs has been extended and specialist staff employed to improve pupils' expertise in different sporting activities. There has been increased participation in sporting activities.
 - This successful school has benefited from pertinent and well-targeted support from local authority staff over recent years. The local authority now considers Summerfield to be a very effective school in need of minimal external support.
- **The governance of the school:**
- Despite some difficulties in recruiting and retaining governors, the governing body has played an effective role in helping the school drive forward improvements to pupils' achievement and teaching since the previous inspection. They are very well informed about how well the school is doing and have a secure understanding of different types of school information. They know where the best teaching is in the school and have given their full support to the initiatives of school leaders to improve classroom performance, including, where necessary, taking difficult decisions about staff effectiveness in the interest of the pupils. Governors have contributed fully to the discussions on how the pupil premium funding should be spent and have checked the impact on the pupils' progress of the extra support and guidance provided for those eligible. Governors are also very well informed and control the systems for managing staff performance and the way that pay rises are decided. They are well trained and meet all their responsibilities very well, including national requirements for safeguarding 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	103196
Local authority	Birmingham
Inspection number	431113

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	390
Appropriate authority	The governing body
Chair	Clare Williams
Headteacher	Pip Wilkes
Date of previous school inspection	21 May 2012
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