

Summerhill Primary School

Upper Church Lane, Tipton, DY4 9PF

Inspection dates 25–26 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress across the school so that attainment in reading, writing and mathematics has been rising and is in line with national averages when pupils leave in Year 6.
- The headteacher is extremely well supported by a strong team of senior leaders. They have acted quickly to address and reverse the dip in attainment in 2014.
- Teaching is usually good with examples of outstanding practice. All staff welcome the support they receive to improve their practice through the extensive mentoring process put in place by leaders.
- Teachers are skilled at understanding how well pupils are learning and adapting work to help them learn better.
- Pupils' spiritual, moral, social and cultural development is planned extremely well throughout the curriculum. Pupils have a well-developed understanding of their world and make a strong contribution to the life of the school.
- Pupils behave extremely well. They are excited by their learning and treat each other and adults with great respect.
- Pupils feel very safe and have an excellent understanding of how to keep themselves safe.
- Governors have a thorough knowledge of the work of the school and give strong support, but also challenge leaders to improve the teaching and achievement further.
- Parents value the support their children receive and feel that they are very safe.
- Children in the early years provision have an excellent start to school. They make outstanding progress so that they are very well equipped to enter Key Stage 1.

It is not yet an outstanding school because

- Sometimes teachers intervene too soon so that pupils do not have the opportunity to develop their learning themselves. As a result progress slows a little for these pupils.

Information about this inspection

- Inspectors observed 26 lessons and part-lessons. They were accompanied by the headteacher, deputy headteachers and assistant headteachers in 17 of the observations.
- Meetings were held with staff, members of the governing body, a representative of the local authority and with pupils from Years 2 to 6.
- The inspectors heard pupils from Years 1, 2 and 6 read.
- Inspectors looked at the school's development plans and monitoring files, the headteacher's leadership files, and arrangements for the management of staff performance. They also looked at safeguarding documentation and minutes of the governing body meetings. They looked at the school's records of pupils' progress and evaluated work in pupils' books.
- Inspectors considered the 41 staff questionnaires that were returned.
- Inspectors considered the 113 responses to the online parent questionnaire Parent View. Inspectors also held a meeting with some parents and informal discussions with parents at the end of the school day.

Inspection team

Jenny Batelen, Lead inspector	Additional Inspector
Sarah Ashley	Additional Inspector
Michael Appleby	Additional Inspector
Jeremy Bird	Additional Inspector

Full report

Information about this school

- Summerhill Primary School is larger than the average-sized primary school.
- Children attend the Nursery part-time and Reception class full-time.
- The proportion of pupils from minority ethnic backgrounds is well above the national average with a range of ethnic backgrounds represented.
- The proportion of pupils who speak English as an additional language is broadly similar to that found nationally.
- The proportion of pupils who join the school at different times throughout the school year is slightly higher than average.
- The proportion of pupils known to be eligible for support through the pupil premium is much higher than the national average. This is additional funding for those known to be eligible for free school meals and children in care.
- The proportion of disabled pupils and those who have special educational needs is higher than the national average.
- The school meets the government's current floor standards, which set minimum expectations for attainment and progress in reading, writing and mathematics at the end of Year 6.
- The governing body manages a breakfast club.
- The governing body manages The Little Treasures Children's Centre. This is separately registered and did not form part of this inspection.
- Senior and subject leaders provide support to leadership and management teams in local schools. The school welcomes visitors from across England and from abroad to observe best practice in the use of assessment.
- Since the last inspection the school has expanded so that the early years' provision and Key Stage 1 now have four classes in each. A new-build project has enabled the school to cope with the growing numbers. Several teaching and non-teaching staff have joined the school in the last two years.

What does the school need to do to improve further?

- Raise achievement so that more pupils make faster progress by:
 - further sharing best practice in teaching through the current mentoring system
 - always giving pupils time to think about their work and so to develop their learning by themselves.

Inspection judgements

The leadership and management are outstanding

- The headteacher has led the school very successfully through a period of change. She is very ably supported by a team of senior leaders, all of whom are passionate about improving teaching skills across the school so that pupil achievement continually improves. There is a strong culture of openness and learning from each other.
- Leaders quickly identified the dip in attainment in 2014 and analysed the reasons. They acted to reverse this through enhancing the support given to teachers to improve their practice and ensuring pupils received all the support they need to fulfil their potential. As a result the current school assessments indicate that attainment is again rising. The school has the capacity to further improve.
- The school is carefully planning and refining the method of assessment linked to the new curriculum, taking one subject at a time and working alongside local schools. Careful moderation is ensuring accurate views of how well pupils are progressing. As a result there is evidence of good and sometimes rapid progress in writing.
- Middle leaders, including subject leaders, are very knowledgeable about their area of responsibility. They have a thorough understanding of the changes to the curriculum and are implementing these changes along with the school's assessment process. They analyse data, identify priorities and drive through improvements that are strongly improving achievement.
- Teachers, including those who are newly qualified, value the comprehensive mentoring system in place that allows them to work alongside others and observe best practice. Teachers have targets set for them linked to how well pupils progress and school improvement priorities. They understand that there is no automatic pay progression. As a result, teaching is good with examples of outstanding practice.
- Funding for disadvantaged pupils is used very effectively to help these pupils make at least good progress, alongside their peers. The appointment of high-quality staff to provide a range of support groups and activities ensures that pupils are fully included in the life of the school.
- The curriculum is varied and pupils are excited by the range of topics they study. There is a strong focus on using English and mathematics skills throughout the range of subjects and pupils told the inspector that they 'couldn't wait to start their writing' linked to the topic they are studying. The studies are enriched by visits and visitors, music and theatre opportunities, residential visits.
- Spiritual, moral, social and cultural development is very well promoted so that pupils can talk very sensibly about right and wrong and understand the British values of tolerance and respect. They talk with enthusiasm about the range of cultures and faiths represented in the school and how they learn from each other. Pupils have a strong voice in developments in the school through the school council and are developing an excellent understanding of how democracy works. As a result pupils are extremely well prepared for their future life in modern Britain.
- The primary sport funding has been used to improve the teaching of sport across the school and across the curriculum. Pupils told inspectors that they feel lessons are better taught and that there is more time for sport. Funding has also enabled the school to employ sports' mentors to help pupils manage their feelings and also to increase the number of sports clubs available. As a result there is an improvement in pupils' skills, particularly for the younger pupils, and their health and general well-being. Participation in clubs has risen, especially by disadvantaged pupils. This funding and the pupil premium funding help the school ensure that there is equal opportunity for all pupils and no discrimination.
- Safeguarding procedures are very rigorous so that pupils are extremely safe in school and adults fully aware of their responsibilities.
- Parents are highly appreciative of how the school helps their children progress and of the support for the

family as a whole.

- The local authority gives only light support to this good school. This has included working with senior leaders to ensure correct judgements of the quality of teaching across the school.

■ The governance of the school:

- The members of the governing body have a range of skills that equip them to give excellent support to the school. They are very well informed through reports, visits to the school and training and they ask searching questions of school leaders so that the school continues to improve. Governors have an excellent understanding of the data about pupils' achievement and how well the school is doing compared with national figures. Governors understand that teachers are set targets to improve their practice. They know about the quality of teaching and understand how good performance is rewarded and any weaknesses are tackled. Governors set targets for the headteacher based on school priorities, supported by an external advisor. They have a clear knowledge of how any extra funding is spent and the difference this makes to pupils. They are rigorous in ensuring that all policies, including safeguarding, are reviewed and fit for purpose.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are extremely polite and well mannered, including in the breakfast club. They love talking about their work and are very proud of the school and take every opportunity to ensure that their uniform is smart and that the school is clean and tidy with no litter.
- Pupils love learning. They are keen to explore the full range of subjects. They show great respect for each other during lessons so that there is a culture where everybody can learn from each other and any mistakes are used as a way to learn.
- There is excellent consistency across the school in the way pupils are helped to behave well. Pupils have a strong involvement in developing the behaviour policy. They realised when it wasn't working too well and worked with teachers to improve it. As a result all pupils understand the system and any instances of low level disruption are extremely rare.
- Pupils who find it difficult to manage their emotions are given excellent support. The school has strong evidence of pupils who have been helped to understand and manage their behaviour and now need little, if any, support. The number of exclusions has dropped to well below the national average since the previous inspection.
- Pupils play very well together. Pupils have an excellent understanding of the different forms of bullying, including racial and cyber bullying. Pupils told inspectors that there is very little bullying and that adults are quick to sort out any problems there may be.
- Pupils move around this large school sensibly and safely. As a result they arrive punctually to lessons and are ready to start learning straight away.
- The school works closely with families to improve attendance and punctuality. Pupils understand the importance of being in school every day and on time. As a result attendance is now above the national average for 2014.
- The overwhelming majority of parents consider that their children behave well at school and most consider that any bullying is dealt with effectively.

Safety

- The school's work to keep pupils safe and secure is outstanding. Policies and procedures are rigorously implemented. The large site is safe and secure and visitors are carefully checked.
- Pupils have an excellent understanding of how to keep themselves safe. They are confident that they can

talk to an adult they know if they have any concerns. They have an excellent understanding of the risks that might be encountered when using the internet and know how to report any problems. Adults help pupils understand how things they say might hurt others and as a result pupils know not to name-call or use other hurtful styles of language.

- There is a strong understanding among all staff of how they can help to keep pupils safe. Lunchtime staff have excellent training so that they are able to help pupils have safe and happy lunchtimes.
- Parents overwhelmingly believe their children are safe in school and pupils told inspectors that they feel very safe and well looked after.

The quality of teaching

is good

- Teaching across the school and over time is consistently good so that pupils make at least good progress in reading, writing and mathematics. There are several examples of outstanding practice.
- Teachers establish very strong relationships so that the atmosphere in every classroom is one that encourages learning. Pupils are encouraged to share their work with each other and to learn from each other.
- Teachers and teaching assistants are skilled at asking questions that allow pupils to think deeply about their work and so extend their learning.
- Pupils are confident to decide how well they understand their work and how well they have done. They know when to ask for help and teachers are quick to step in and help when necessary. Where learning is best pupils are also confident to extend their work themselves and not wait for their teacher to intervene. Very occasionally some teachers are too quick to intervene when it is not necessary. When this happens pupils do not develop enough independence to ensure rapid progress.
- Work is planned to challenge pupils at all levels, including the most able. Teachers adjust work, when necessary, either to provide further challenge or give more support. This enables pupils to make at least good progress.
- There are consistent teaching strategies in use across the school as was clearly seen during phonics (sounds that letters make) sessions. As a result, pupils have no difficulties understanding what is required of them whoever may be teaching them.
- Teachers give good quality feedback verbally and through marking. Pupils are clear about what their teachers say and are able to respond to guidance as to how to improve their work. They are also able to suggest improvements for themselves and for their classmates.
- Parents consider their children are taught well and also told inspectors how their children enjoy their homework.

The achievement of pupils

is good

- Pupils in all year groups and from the range of ethnic heritages make good progress from their different starting points in mathematics and English and across the curriculum.
- Since the previous inspection pupils' attainment has improved so that it is in line with national averages. This dipped in 2014 so that attainment was well-below national, particularly in reading. Quick action by leaders has ensured that this has been reversed. Work seen in books and the school's current assessments show much improved attainment and indicate that pupils in Years 2 and 6 are on target to reach levels at least in line with the previously improving attainment. Pupils in all year groups are making good progress and reaching standards that are in line with those typical for their age.

- Leaders analysed the particular difficulties with reading attainment in 2014. Actions put in place, including helping pupils' comprehension skills, are showing rapid improvements. Phonics are taught extremely well so that younger pupils are confident to try new words and are learning to read with fluency and expression. In 2014 the proportion of pupils reaching the expected levels in the Year 1 phonics check improved, but were below the national average. Current assessments show that Year 1 pupils are on target to exceed the 2014 national average in this summer's check. Older pupils read a range of books and authors with enthusiasm and enjoyment.
- Mathematics progress is good and teachers have a good understanding of the new mathematics curriculum. All pupils are able to develop skills in calculation and other strands of mathematics and put these to good use across the curriculum.
- Writing skills are developed well and at every opportunity. Pupils learn to plan and develop extended pieces of work and show these off with pride. They enjoy the opportunities to explore well known stories and write their own versions.
- Disadvantaged pupils make good progress in line with their peers. Gaps in school have narrowed and there is very little difference in the attainment of these pupils and that of their classmates in any year group. The gaps for pupils in Year 6 with pupils nationally had been narrowing. However, in 2014 the gaps widened with other pupils nationally so that they were three terms behind in reading while being one term behind in writing and mathematics. Disadvantaged pupils, currently in Year 6, are again achieving as well as their classmates.
- Disabled pupils and those who have special educational needs make good progress. Their needs are clearly identified and a range of interventions in place help them to access the different subjects and enjoy their learning. There is clear evidence of pupils who no longer have need of these interventions and can work successfully alongside their peers.
- Pupils who move into the school at different times of the year are helped to settle quickly so that they can make good progress. This includes pupils who speak English as an additional language. Staff use a range of strategies to help them acquire the necessary language and communication skills to settle and make good progress.
- Most-able pupils make good progress. They are challenged to develop a deep understanding of their work and to achieve the higher levels.

The early years provision

is outstanding

- Children enter the early years' provision with skills that are below those typical for their age, especially in communication and language. All groups of children, including disabled children and those who have special educational needs, make high rates of progress. The most-able children are encouraged to develop their skills so that they make excellent progress. An increasing proportion of children leave the early years provision well prepared for Year 1, especially with communication skills that are more typical for their age.
- Children are highly motivated and eager to join in the rich and varied experiences available both inside and outside. They show real curiosity and fascination in the world around them. Children in Nursery were engrossed watching chicks hatch out and learning to care for them.
- Children behave exceptionally well. They play very well with their classmates and understand how to help each other if there are any difficulties. They listen carefully to adults and to each other and so there is no distraction. Children in Reception classes worked very well with each other in pairs as they rehearsed their phonic skills and then were quick to respond to the teacher moving them onto the next activity.
- Children exhibit high levels of concentration as they follow their interests and choose their own activities. The rich range of available resources enables them to use their imagination to develop those interests.
- All staff have a deep understanding of how young children learn. They plan activities that respond to

children's interests. They carefully monitor how well children are making progress and ensure that there are activities that will help them make rapid progress in all areas of learning.

- There is a detailed and interesting record of children's progress. Children enjoy looking through these 'learning journeys' and recalling activities from the photographs. Parents contribute evidence of the progress children make at home.
- The thorough process of induction means that children and their families start school with confidence and settle quickly. Early years' provision staff are extremely skilled at helping any children who have difficulties to settle and enjoy their time in school.
- Safety is a priority and children learn to understand the risks involved such as not touching something hot, hanging coats properly and using scissors safely. Risk assessments are thorough and, as a result, children play extremely safely both inside and outside.
- There is strong leadership of the early years' provision. Careful analysis of records of children's progress, shared with all staff, ensures that there is a constant drive to improve the provision further. Training for staff is focused to ensure that identified priorities are addressed.

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	135032
Local authority	Sandwell
Inspection number	448607

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	663
Appropriate authority	The governing body
Chair	Roy Rickus
Headteacher	Kerry Rochester
Date of previous school inspection	8 December 2009
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