

Summerfield Junior and Infant School

Cuthbert Road, Winson Green, Birmingham, West Midlands B18 4AH

Inspection dates

9–10 October 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Improvement plans are not sharp enough. Leaders do not use information about teaching and pupils' achievement to pinpoint what needs to improve.
- Governors are not effective in holding leaders to account for pupils' progress, the quality of teaching and the use of additional funding.
- Leaders' checks on teaching do not focus sufficiently on the difference teaching is making to pupils' learning.
- Some teaching is not as good as it should be. As a result, pupils, including those who are disadvantaged, do not make consistently good progress.
- Teachers do not use assessment information consistently well. As a result, teaching does not match pupils' needs closely enough, including in early years.
- Teachers' questions do not deepen pupils' understanding or extend their thinking.
- Work is not sufficiently challenging for the most able pupils in reading and writing. As a result, these pupils do not achieve the high standards of which they are capable.
- Some teachers in key stage 2 provide too few opportunities for pupils to write independently and at length. This limits the development of pupils' writing skills.
- The curriculum in early years and key stages 1 and 2 does not support pupils to make good progress in a range of subjects.
- Not all teaching assistants have the skills and subject knowledge to support pupils' learning effectively.
- Leaders' use of the primary physical education (PE) and sport funding is not effective.

The school has the following strengths

- The school is an inclusive and welcoming community. Leaders and staff take good care of pupils. As a result, pupils get on well together. Pupils' behaviour is good.
- Relationships with parents and carers are strong. Staff provide effective support for pupils and their families.
- The proportion of pupils achieving the expected standard in phonics at the end of Year 1 has been in line with national averages for two years.
- Pupils' progress in reading in key stage 2 is improving. Pupils, including the most able, achieve well in mathematics at the end of key stage 2.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management, including in early years, by ensuring that:
 - leaders identify precisely the aspects of teaching that require improvement and ensure that improvement plans have measurable targets, so that leaders and governors can evaluate the impact of their actions
 - leaders' checks on teaching focus more sharply on pupils' progress, and findings are followed up swiftly
 - the curriculum develops pupils' knowledge, understanding and skills across a wide range of subjects, including science
 - leaders analyse assessment information more closely, so that they know the progress pupils are making from their starting points and how well different pupil groups are achieving
 - leaders evaluate systematically the impact of pupil premium funding on improving disadvantaged pupils' outcomes
 - the primary PE and sport premium funding is used effectively to improve the quality of teaching in PE and increase pupils' participation in sports
 - governors urgently receive the necessary training and support, so that they understand and carry out their roles effectively.
- Improve the quality and consistency of teaching, learning and assessment in key stages 1 and 2 and early years by ensuring that:
 - teachers make better use of assessment information to plan learning that matches pupils' needs and abilities closely
 - teaching challenges the most able pupils to achieve the high standards of which they are capable, particularly in reading and writing
 - teachers routinely assess pupils' learning in lessons and adapt their teaching so that all pupils make good progress
 - teachers ask questions that deepen and extend pupils' learning
 - pupils have regular opportunities to write at length across a range of subjects
 - teaching assistants receive training to develop their skills, so that they can support pupils' learning effectively.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders, governors and staff share a commitment to ensuring that pupils enjoy school and develop well socially and emotionally. However, leaders have not ensured that the quality of teaching is consistently good. As a result, some pupils make good progress as they move through the school, but others do not.
- Leaders routinely check the quality of teaching and pupils' achievement. However, they do not make effective enough use of the information they collect to pinpoint what is working well and what needs to improve.
- Improvement plans are too broad. They do not focus sharply enough on the actions needed to secure consistently good teaching and improve pupils' outcomes. They do not have measurable targets. As a result, leaders and governors are unable to evaluate precisely the impact of improvement strategies.
- Leaders make regular checks on pupils' progress over an academic year. They meet with teachers to talk about individual pupils' progress and ensure that those who are falling behind receive extra support. However, leaders do not analyse information about pupils' achievement closely enough. As a result, leaders do not have a secure understanding of the progress that groups of current pupils are making from their starting points.
- Although leaders have addressed the weakest teaching in the school, teaching is not improving as quickly as it should. This is because leaders' checks on the quality of teaching do not focus sufficiently on the difference it is making to pupils' learning. Leaders do not follow up the findings from their checks on teaching quickly or robustly enough.
- A broad curriculum is in place, enhanced by extra-curricular activities and trips. However, tasks do not match pupils' abilities closely enough. Pupils do not study subjects in sufficient depth. As a result, they do not deepen their knowledge, understanding and skills across a wide range of subjects.
- Recently appointed leaders are enthusiastic and show potential. They are knowledgeable about their areas of responsibility and are keen to contribute to school improvement. They have identified accurately the things that need to improve and are starting to take action.
- Leaders know the barriers to learning faced by disadvantaged pupils. They ensure that these pupils receive the support they need. However, leaders do not systematically evaluate the difference the funding is making to pupils' achievement. As a result, leaders do not know which strategies are having the most impact and which are less successful. This means that some disadvantaged pupils do not make the progress of which they are capable.
- Leaders do not use the primary PE and sport premium funding effectively. They do not make sure that pupils' participation in sport increases and that the confidence and skills of staff in teaching PE improve. This is because leaders do not target the funding at the right things and do not evaluate the impact of the actions they take. Reporting on the

school's website does not meet statutory requirements.

- Leaders have taken effective action to improve the teaching of reading in key stage 2. They have prioritised developing pupils' understanding of vocabulary and inference skills. As a result, pupils are making stronger progress in reading. At the end of Year 6 in 2018, pupils' progress showed significant improvement compared with that in previous years.
- Pupils value being part of a diverse school community. They learn about different faiths and cultures and show respect for other people's views. Pupils have a good understanding of British values. They experience democracy first-hand through school council elections and know the difference between right and wrong. As a result, pupils are well prepared for life in modern Britain.
- Relationships with parents are strong. This is because leaders and staff engage well with parents and provide effective support for families. The school is an integral part of the local community and offers a range of services to parents. For example, regular workshops and information sessions help parents to support their children's learning at home. Other services, such as a weekly shop selling affordable food, support pupils' and families' wider needs.

Governance of the school

- Governance is not effective. Governors rely too heavily on what the headteacher tells them. They do not check the information they receive to form their own view about the school's effectiveness. Governors do not know enough about pupils' achievement and the quality of teaching to challenge leaders effectively.
- Governors have not had training to enable them to fully understand their responsibilities and undertake them well. For example, governors have not received any safeguarding training. As a result, they do not understand their safeguarding responsibilities and do not check to ensure that the school meets statutory safeguarding requirements.
- The governing body does not hold leaders to account for the spending of additional funding. Governors do not know enough about how leaders spend the pupil premium funding and which strategies are the most effective in improving disadvantaged pupils' outcomes. Leaders do not share information about the use and impact of the primary PE and sport premium with governors.
- Despite efforts to recruit governors, there are many vacancies on the governing body. Out of 10 governors, only five are in place.
- Governors are committed to ensuring that pupils enjoy learning and achieve well.

Safeguarding

- The arrangements for safeguarding are effective. Staff receive regular training, which ensures that they are alert to signs of abuse or neglect. Staff know the process to follow should they have a concern about a pupil's welfare. Leaders take the necessary action to ensure that pupils are safe.
- Staff teach pupils about the importance of tolerance and respect. Leaders ensure that

staff receive training in the 'Prevent' duty.

- Leaders work closely with external agencies to promote the safety and well-being of pupils. For example, the school nurse leads regular drop-in sessions for pupils and parents. Staff welcome parents into school, which helps them to seek support when they need it. Leaders put in place early help to support pupils and their families.
- Leaders are over-reliant on the local authority for policies relating to safeguarding. They do not do enough to check that policies reflect the school's context and that the most recent guidance is adhered to. However, there is a secure culture of safeguarding in the school. Pupils say that they feel safe and parents spoken to during the inspection agree that their children are safe and well cared for.

Quality of teaching, learning and assessment

Requires improvement

- Teachers' expectations of what pupils can achieve are sometimes not high enough. As a result, some pupils do not learn and progress as well as they should.
- Some teachers do not plan learning that matches pupils' abilities closely enough. In lessons, too many pupils complete the same work. As a result, work does not sufficiently challenge the most able pupils, and the least able pupils find the work too difficult and are over-reliant on adult support.
- Teachers use questioning effectively to check pupils' understanding in lessons. However, teachers do not ask questions that probe pupils' understanding and encourage them to think more deeply.
- Not all teaching assistants have the skills and subject knowledge they need. As a result, in some classes, teaching assistants do not support pupils' learning effectively.
- Teachers are too slow to notice whether pupils are finding the work too easy or too difficult. They do not adapt their teaching to ensure that pupils make good progress.
- In reading and writing, the most able pupils do not have enough opportunities to deepen their learning and extend their knowledge and skills. As a result, these pupils underachieve.
- Recent improvements to the teaching of reading are embedding across key stage 2. Well-structured reading sessions focus on developing pupils' vocabulary and comprehension skills. The introduction of a new reading scheme has encouraged pupils to read regularly at home. Consequently, pupils' achievement in reading is improving. Pupils read aloud with fluency, accuracy and understanding. Pupils spoken to during the inspection say that they enjoy reading.
- The teaching of phonics in key stage 1 is effective. As a result, pupils make strong progress from their starting points. They use their phonic skills confidently to read unfamiliar words and to spell.
- In some classes in key stage 2, teachers do not plan learning that allows pupils to write at length and in depth. Too much time is spent practising spelling, punctuation and grammar, without enough opportunity to apply what has been learned in longer pieces of writing. This limits the development of pupils' writing skills, particularly for middle- and high-attaining pupils.

- Mathematics is taught well. Teachers plan sequences of lessons that build effectively on pupils' prior learning. Pupils develop fluency in basic number operations and have regular opportunities to apply their knowledge and understanding to solve problems. As a result, pupils make strong progress in mathematics in key stages 1 and 2.
- Teachers benefit from training in English and mathematics. This has improved their understanding of the standards they should expect from pupils in reading, writing and mathematics. Consequently, teachers support pupils who are working within age-related expectations well and these pupils make good progress as a result.
- Teachers develop pupils' speaking and listening skills well. This helps all pupils, including those who speak English as an additional language, to talk about their learning clearly and confidently.
- Strong teaching and extra support, including early morning 'booster' sessions, help pupils in Year 6 to make good progress towards their targets.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- 'Summerfield values' are embedded in the life of the school. Pupils know what these values are and understand what they mean. Staff and pupils demonstrate these values, which helps to create a happy and harmonious school community.
- Pupils have positive attitudes to learning. They work hard in lessons, and most pupils concentrate well, even when learning does not match their needs closely. Pupils are proud of their school and of their achievements.
- Learning mentors work closely with vulnerable pupils. They are quick to identify these pupils' needs. Staff ensure that they receive the necessary support to take part in learning successfully.
- Pupils feel safe in school. They say that there is an adult they can talk to if they have any concerns. Pupils understand the different forms that bullying can take. They say that although bullying sometimes happens, adults and pupil 'peer mediators' are quick to deal with incidents, which ensures that bullying does not continue.
- Leaders provide opportunities for pupils to take responsibility. Pupils are proud to be peer mediators, play leaders, members of the school council and librarians.
- Pupils learn how to stay safe and keep healthy. They know how to keep themselves safe online and when they are out in the community, for example when crossing the road. Pupils understand the importance of looking after their bodies, eating healthy food and taking regular exercise.
- The breakfast club provides pupils with a calm, caring and positive start to the school day. It helps pupils to attend school more regularly and to arrive at school on time.

Behaviour

- The behaviour of pupils is good.
- Adults have high expectations of pupils' behaviour and use the school's behaviour system consistently. As a result, pupils know what adults expect and conduct themselves well in lessons and around the school.
- Pupils are highly motivated by the school's reward system. This supports pupils to show positive attitudes to learning and to treat one another with care and respect.
- Adults model good behaviour and encourage pupils to show good manners. Consequently, pupils are polite and courteous to one another and to adults. They are friendly and welcoming to visitors. Relationships with adults are warm and positive. As a result, pupils feel valued and are keen to do their best.
- Behaviour in lessons is calm and pupils respond quickly to adults' instructions. Sometimes, when work is too easy or too difficult, a small number of pupils lose concentration.
- At breaktimes, pupils play cooperatively with one another. At lunchtimes, pupils eat happily together in the dining hall, which reinforces a strong feeling of community.
- Leaders monitor pupils' behaviour closely to identify the causes of any poor behaviour. This helps staff to provide pupils with the support they need to behave well.
- Attendance is improving steadily due to the effective work of the pastoral team. Although absence and persistent absence remain above national averages, staff are working well in partnership with parents to support pupils to attend school more regularly. Staff make careful checks to ensure that pupils who are not in school are safe.

Outcomes for pupils

Requires improvement

- In some classes, pupils achieve well and make good progress. However, in other classes, pupils' progress is less strong because the quality of teaching is weaker. As a result, the progress of different groups of pupils varies across subjects and year groups.
- Teachers' assessments at the end of key stage 1 in 2018 show that pupils made good progress from their starting points in reading, writing and mathematics. The proportion of pupils achieving the expected standard in writing was in line with the national average. However, in reading and mathematics, too few pupils made the progress needed to reach the expectations for their age.
- In 2016 and 2017, pupils' progress in reading at the end of key stage 2 was in the bottom 20% of schools nationally. Information from 2018 suggests that pupils' progress improved, and a higher proportion of pupils achieved the expected standard. However, attainment remains below the national average.
- Pupils' progress in writing and mathematics at the end of Year 6 has improved over the past three years. As a result, the proportion of pupils achieving the expected standard in writing and mathematics is rising. Attainment in mathematics has been in line with national averages for the past two years. However, attainment in writing, although improving, remains below national averages.

- The proportion of pupils achieving the higher standard in reading is consistently below national averages at the end of key stages 1 and 2. Too few pupils are working at greater depth in writing across the school. This is because the most able pupils do not make strong enough progress in reading and writing. As a result, too few pupils achieve the high standards of which they are capable. In contrast, the most able pupils make strong progress in mathematics and an above-average proportion achieve the higher standard at the end of key stage 2.
- Pupils' attainment in science is consistently below national averages at the end of key stages 1 and 2. Work in books shows that current pupils continue to underachieve in this subject. This is because topics are not taught in enough depth and opportunities for pupils to develop investigation skills are limited.
- Teachers do not plan work that sufficiently develops pupils' knowledge, understanding and skills in subjects such as history, geography and art.
- Disadvantaged pupils do not make consistently good progress as they move through the school. In some year groups and subjects, disadvantaged pupils make progress that is in line with that of their peers. However, in others, these pupils make less progress.
- The progress of pupils who have special educational needs (SEN) and/or disabilities varies across year groups and in different subjects. This is because work does not consistently meet these pupils' needs.
- The proportion of pupils achieving the expected standard in the Year 1 phonics screening check has been in line with national averages for the past two years.

Early years provision

Requires improvement

- The early years leader cares deeply about the children and wants them to do well. However, leadership of early years requires improvement. This is because leaders do not look closely enough at the quality of teaching and learning in Nursery and Reception. As a result, they do not have a precise understanding of the strengths and weaknesses in the early years provision.
- Children enter early years with knowledge, understanding and skills below those typical for their age. Middle-attaining children make good progress in their learning. However, children with very low starting points do not catch up quickly enough. Disadvantaged children do not achieve as well as other children nationally. Too few children develop their knowledge, understanding and skills at greater depth.
- Leaders rightly place strong emphasis on developing children's language skills. Many children start school with poorly developed speech or speak English as an additional language. Adults model vocabulary clearly and encourage children to speak in sentences and to talk out loud while they play. As a result, children make strong progress in their understanding and use of language.
- Adults are enthusiastic and encourage children positively to take part in activities. Consequently, children are keen to learn and choose resources with increasing independence.
- Teachers plan stimulating independent activities for children that build on their

interests. As a result, children settle quickly to learning and sustain their concentration well. However, activities do not challenge the most able children to think deeply or to apply their skills across different areas of learning sufficiently. Consequently, these children do not make the progress of which they are capable.

- Although teaching in early years is improving, it is not yet consistently good. Adult-led activities do not take enough account of what children already know and can do. As a result, learning is too easy for some children and too hard for others.
- The early years curriculum focuses heavily on the development of children's reading and writing skills. As a result, children make strong progress in these areas of learning. However, the curriculum does not provide children with a broad enough range of experiences. This means that children do not make strong progress in all areas of learning.
- Relationships between adults and children are warm and nurturing. As a result, children are happy and settled. They respond well to adults and are kind and caring towards each other. Well-established routines support children to behave well. Children move sensibly and safely around the indoor and outdoor learning environments.
- Partnerships with parents are good. As in the rest of the school, leaders invite parents to work alongside their children in the classroom and to attend regular workshops. Parents value these opportunities. For example, during the inspection, a large number of parents attended a reading workshop in Nursery.

School details

Unique reference number	103196
Local authority	Birmingham
Inspection number	10047417

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair	Martin Dudley
Headteacher	Richard Ellis
Telephone number	0121 675 2355
Website	www.sumfield.bham.sch.uk
Email address	enquiry@sumfield.bham.sch.uk
Date of previous inspection	22–23 January 2014

Information about this school

- Summerfield Junior and Infant School is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who have SEN and/or disabilities is below the national average. The proportion of pupils who have education, health and care plans is also below the national average.
- The proportion of pupils who speak English as an additional language is above the national average. Those from minority ethnic backgrounds represent a larger proportion of pupils than that seen nationally.
- The school runs a breakfast club.

Information about this inspection

- Inspectors observed pupils' learning in parts of 33 lessons. One inspector visited the breakfast club.
- Inspectors spoke formally with two groups of pupils, as well as talking to pupils in lessons and around the school.
- An inspector listened to a group of pupils read and talked to them about their reading.
- Inspectors observed pupils' behaviour in lessons and at breaktime and lunchtime.
- Inspectors examined the quality of work in pupils' English, mathematics, science and topic books. Inspectors also scrutinised children's learning journals.
- Discussions were held with the headteacher, deputy headteacher and other school leaders. Inspectors met with a group of school staff to gather their views on safeguarding, professional development and pupils' learning. They also considered the 27 responses to Ofsted's online staff questionnaire.
- The lead inspector met with two members of the governing body and held a telephone conversation with the chair of governors. She also spoke to a representative from the local authority.
- Inspectors reviewed a wide range of documentation, including the school's self-evaluation and improvement plans, information about current pupils' achievement, records of checks made on the quality of teaching, records relating to safeguarding, minutes of meetings of the governing body and information on the school's website.
- Inspectors took into consideration the nine responses to Ofsted's online questionnaire, Parent View. Two inspectors spoke to parents at the beginning of the school day.

Inspection team

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Her Majesty's Inspector

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Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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