

# Inspection of Summerside Primary Academy

Crossway, Finchley, London N12 0QU

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Inspection dates: 26–27 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## **What is it like to attend this school?**

We spoke with pupils in every year group and they told us how much they enjoy coming to Summerside. Pupils are polite and respectful to others. They like the school's behaviour system. Pupils' achievement, in their learning and behaviour are celebrated every day. But they really like the special success assembly each week. They all aspire to reaching the gold award. Children in early years particularly like nominating one of their friends for special awards.

The school's provision for deaf pupils is a strength. Inclusion is central to everything that happens in the school. Pupils told us that they would never want to learn an assembly song without using sign language, because it would not include everyone.

Leaders and teachers expect all pupils to achieve highly. Pupils do well in English and mathematics. They enjoy the new themes, and leaders have good plans in place to help pupils learn even more in subjects such as history and music.

Pupils help each other, often without being asked by an adult. They behave well in lessons and in the playground. Pupils are safe and feel safe. They know why bullying is wrong. Teachers sort out any incidents well, and leaders make sure that bullying is dealt with fully.

## **What does the school do well and what does it need to do better?**

Leaders, governors and all staff want the very best for all pupils. Leaders are well supported by governors and representatives of the multi-academy trust to continually improve the school.

Leaders ensure that pupils with special educational needs and/or disabilities receive good support in their learning and personal development. The provision for deaf pupils is strong. It enables these pupils to access a broad and challenging curriculum alongside their peers. The school's ethos encourages pupils to respect difference and to value diversity. Pupils know the importance of inclusion. They learn about the different faiths that are represented in their school. Pupils get on well with each other.

The teaching of phonics is well planned so that pupils learn to read well. In the early years, children enjoy a range of rhymes, tales and stories that they know by heart. We saw children using phonics as they wrote medical records for the babies in their pretend surgery. Most staff teach phonics well, but some need more training. This will also benefit teachers in Years 3 to 6 to help pupils who need to catch up.

The early years provides the youngest children with strong foundations for future learning. Staff follow children's interests and plan activities that develop children's skills. Staff interact with children well, knowing when to step back and give children time to explore for themselves. Children enjoy different challenges, such as climbing

the rope ladder in the garden and making houses for the three little pigs using real bricks and sand.

Pupils achieve well in reading, writing and mathematics at the end of Year 6. Pupils read fluently and develop strong comprehension skills. They leave the school well prepared for Year 7. Some pupils join the school at different times of the year. Staff help these pupils well, including pupils who are learning English for the first time.

In other subjects, such as history, geography and music, leaders have mapped out what they want pupils to know. They have made changes so that pupils learn things in a more logical way. Their next job is to make sure that teachers have secure subject knowledge in these subjects so that they can help pupils to know more and remember more.

Pupils are proud of their school. They particularly like school trips. During the inspection, a group of pupils went to the theatre to see a signed performance of 'Snow White'. The school follows the trust's '11 before 11' programme. This is designed to provide pupils with a range of experiences that they may not otherwise get, such as 'sleeping under the stars' and taking part in a flash mob dance. Although the school runs after-school clubs in sport, pupils told us that they would like more opportunities to enjoy other activities, including in music and the arts. We agree. This aspect of the school's work could be improved further.

Pupils display positive attitudes to their work. They are keen to talk about different subjects and the things they remember from their science and history lessons. Pupils told us that behaviour is good and that adults sort out any bullying well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' safety and well-being are top of the agenda in all staff meetings. Leaders respond very well to the needs of pupils and families. Leaders take swift and effective action to deal with any concerns about pupils' welfare. Leaders work with social care and health professionals to make sure that vulnerable pupils are well supported.

Pupils learn about keeping themselves safe. Older pupils told us that their personal, social, health and economic education lessons have helped them to understand the risks of gangs. Pupils know how to stay safe online, including when playing online games with others.

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

### **(Information for the school and appropriate authority)**

- Leaders have ensured that the foundation subjects are planned well. They are clear about how pupils' knowledge and skills are to be developed in each subject

and in each year group. However, teachers do not have secure subject knowledge in music and some of the other foundation subjects. Leaders need to ensure that teachers have the support and training needed to help pupils develop strong knowledge and skills across the wider curriculum.

- The teaching of phonics is strong, and pupils learn to read well. However, some staff, including those in key stage 2, do not have a secure understanding of how to teach phonics. Leaders need to make sure that all staff have the skills needed to teach phonics.
- Although staff promote pupils' personal development well, the range of enrichment activities, such as after-school clubs, is limited. Pupils would like more opportunities for music and the arts. Leaders need to provide pupils with a wider variety of enrichment activities, including through the curriculum, so that pupils' interests and talents are promoted.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	144653
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10128881
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	406
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Stuart Lester
<b>Headteacher</b>	Nadine Lewis
<b>Website</b>	<a href="http://www.summersideprimary.co.uk/">www.summersideprimary.co.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Summerside Primary Academy opened on 1 September 2017 as a member of Reach2 multi-academy trust. When its predecessor school Summerside Primary School was last inspected by Ofsted, its overall effectiveness was judged as requires improvement.
- The school has specially resourced provision for deaf pupils. Currently, there are 13 pupils in this provision, all of whom have education, health and care plans.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and members of the senior leadership team. We held meetings with the deputy director of education of the multi-academy trust who is also the school's trust representative.
- We met with four governors, including the chair of governors. We met with different groups of teaching and support staff.
- We did deep dives in reading, writing, mathematics, science and history. The deep dives involved visits to lessons, speaking to pupils and teachers and looking

at pupils' work in these subjects. We held meetings with leaders of these subjects.

- To inspect safeguarding, we met with the designated safeguarding leader, reviewed safeguarding records and spoke with members of staff about how they keep pupils safe. We reviewed the school's single central record of staff suitability checks.
- We spoke with parents and carers at the start of the day and reviewed the 20 responses to Ofsted's Parent View survey.
- We joined pupils in the playground and dining room at lunchtime and observed their behaviour and attitudes to learning in lessons.

### **Inspection team**

Gary Rawlings, lead inspector

Her Majesty's Inspector

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Ofsted Inspector

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