

# Inspection of a good school: Summerfield Primary School

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

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Inspection dates:

6 and 7 December 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

This is a friendly and welcoming school. Relationships between pupils and staff are respectful and positive. The atmosphere is calm and caring. Pupils enjoy school. They benefit from learning in a caring, safe environment. Pupils with special educational needs and/or disabilities (SEND) are well supported by skilled staff.

The curriculum is broad and ambitious. The school is aspirational for all pupils to be enthusiastic learners. However, some aspects of the curriculum are in the early stages of implementation. In mathematics, pupils do not get enough opportunities to practise their learning. The persistent absence of some pupils has a negative impact on their education.

Pupils talk enthusiastically about their learning and the kindness of staff. They appreciate that staff are helpful. They know that if they are worried or anxious, staff are there to help them. Pupils feel safe and behave well. Pupils say that staff deal with incidents of poor behaviour effectively.

Pupils enjoy a variety of school clubs and activities. These include martial arts, science, art, cookery, choir and girls' football. Pupils hold positions of responsibility as members of the school council and librarians. They are proud of their participation in the Leeds Bear Hunt, where they raised money for Leeds Hospitals Charity.

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

Leaders have redesigned the curriculum. Their passion to provide pupils with an inspirational curriculum is being realised. It is carefully sequenced from the early years to Year 6. Curriculum content builds pupils' knowledge and skills over time. Learning links to pupils' own experiences and the local area. Children in the early years develop essential knowledge and skills for later learning. Over time, pupils revisit and recall their prior

learning. However, in mathematics, pupils have insufficient opportunities to practise their learning. This means that some pupils find it difficult to confidently recall and use their previous knowledge and skills to solve problems.

There is a structured and consistent approach to teaching phonics. Staff teach phonics well. Children learn phonics from the beginning of the Reception Year. There is a strong focus on making sure that pupils learn to read as soon as possible. Leaders often check the progress that pupils make. Pupils who need more help with reading, including those with SEND, receive timely support. They benefit from extra phonics sessions and one-to-one tutoring when needed. The school makes reading a priority. From the early years, staff use stories to help children understand important issues, such as relationships and diversity. Pupils enjoy the wide range of books that are available to them in school. A new approach to the teaching of reading beyond phonics is having a positive impact. This approach is in the early stages of implementation.

The needs of pupils with SEND are quickly identified and well supported. Leaders work closely with external professionals to meet pupils' needs well. Staff make suitable adaptations to learning. They make sure that pupils with SEND can access the curriculum alongside their peers. Leaders check the small steps pupils make with their learning and personal development. When needed, pupils with SEND receive additional teaching that is tailored to their specific needs.

Attendance is a high priority for the school. Too many pupils are persistently absent. Leaders are not complacent. There are rigorous procedures in place to address pupils' absence. Leaders promote the importance of regular attendance to parents and carers. The school has clear policies and information to explain the negative impact of absence on pupils' education. Nevertheless, too many families choose to take their children out of school for holidays during term time. These pupils miss essential learning.

Children in the early years make a good start to their education. There is a strong focus on developing children's communication, language and interaction skills. Children enjoy an environment that is rich with learning opportunities.

There is a suitable curriculum to enrich pupils' wider development. Aspects to promote pupils' personal development are woven through the curriculum. Pupils learn how to stay safe, including online. They learn about the importance of equality and respect for others. They develop their awareness and appreciation of different faiths and cultures. Pupils receive appropriate relationships and sex education and health education. They learn about the importance of good mental health and physical health. There is a range of enrichment activities. These opportunities are accessible to all pupils. Pupils take part in trips to museums, nature reserves and sporting competitions. They relish residential experiences in which they can participate in outdoor learning activities and develop life skills.

Staff enjoy working at the school. Morale is high. Staff appreciate the support provided by leaders for their welfare and workload. They receive suitable training and support to fulfil their roles effectively.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- Pupils do not have sufficient opportunities to practise new and previous learning in mathematics. They need more opportunities to develop fluency in the mathematics they have studied in order to use this effectively in later learning. Leaders should ensure that pupils have sufficient opportunities to practise the mathematics they are learning, both when they first learn new knowledge and skills, and later.
- Too many pupils are persistently absent from school. They miss essential learning, which has a detrimental impact on their education. Leaders should continue to ensure that parents understand that persistent absence can have a negative impact upon their children, both educationally and socially.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2018.

## 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 information from Ofsted Parent View 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	107967
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10289953
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kath Halliday
<b>Headteacher</b>	Fiona Kirkwood
<b>Website</b>	<a href="http://www.summerfieldprimary.co.uk">www.summerfieldprimary.co.uk</a>
<b>Date of previous inspection</b>	12 June 2018, under section 8 of the Education Act 2005

## Information about this school

- A new headteacher was appointed in September 2020.
- Since the last inspection, a new deputy headteacher has been appointed and several new staff have joined the school.
- The school currently uses one alternative provider.
- The school provides breakfast and after-school care.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the deputy headteacher, the pastoral care leader, the special educational needs coordinator, the leader for the early years, five members of the governing body, including the chair, and some curriculum leaders.

They met with some members of staff and some parents and pupils. The lead inspector met with a school improvement partner for the local authority.

- Inspectors carried out deep dives in reading, mathematics and art. Inspectors looked at curriculum plans, visited lessons, spoke to teaching staff and spoke to some pupils about their learning. Inspectors also looked at samples of pupils' work. The lead inspector listened to some pupils reading to an adult.
- The lead inspector spoke to leaders about the curriculum in some other subjects, including science and personal, social and health education, and scrutinised information relating to the support and provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted's surveys for parents and carers, pupils and staff. Inspectors also spoke with some parents at the end of the school day.

### **Inspection team**

Stephanie Innes-Taylor, lead inspector

His Majesty's Inspector

Steve Wren

His Majesty's Inspector

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