



# Summerfield Junior and Infant School

Inspection Report

**Unique Reference Number** 103196  
**LEA** Birmingham  
**Inspection number** 276867  
**Inspection dates** 14 March 2006 to 15 March 2006  
**Reporting inspector** Mark Mumby HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Cuthbert Road
<b>School category</b>	Community		Birmingham
<b>Age range of pupils</b>	3 to 11		West Midlands B18 4AH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 6752355
<b>Number on roll</b>	304	<b>Fax number</b>	0121 4565426
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Ben Browning
<b>Date of previous inspection</b>	19 June 2000	<b>Headteacher</b>	Mrs Philippa Wilkes

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 14 March 2006 - 15 March 2006	<b>Inspection number</b> 276867
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Summerfield is a larger than average primary school, with a nursery. It serves a significantly disadvantaged area of Birmingham. Virtually all of the children are from minority ethnic groups, nearly half of the children being of Pakistani origin. About three quarters of the children do not speak English as their first language. The number of children eligible for free school meals is very high. The proportion of children with learning difficulties or disabilities is above the national average as is the proportion with a statement of special educational needs. The proportion of children joining the school after the start of Year 1 is higher than the national average. A significant number of children stay at the school for only a very short period of time.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school accurately assesses itself to be satisfactory. It is improving quickly and has some significant strengths. The school faces many challenges as a result of the very limited skills of the children entering the school and the very high numbers of children moving in and out of the area. The school has adapted the curriculum well to meet the needs of all the children. The progress children make in the Foundation Stage is good because the learning opportunities meet the needs of the children well. Children make satisfactory progress throughout Key Stages 1 and 2.

Children behave well in and around school and are keen to learn. They have a good understanding about how to look after themselves. Lessons are always at least satisfactory and a significant proportion are good or even better. The children are well cared for, although the school needs to be more rigorous with some of its safety checks. Teachers' marking and the targets they set are not always as effective as they could be in helping children improve their work.

Leadership and management are good. The headteacher has set a clear educational direction and works well with the staff and governors to continue to improve the school. The recently implemented systems for checking on children's progress are not yet used as well as they could be to help the school to improve. The school offers satisfactory value for money and has a good capacity to improve.

### What the school should do to improve further

- Implement a more rigorous approach to marking and the setting of curricular targets to ensure that all children know how to improve their work and make better progress.
- Further develop the recently introduced systems for tracking children's achievement in order to measure progress of individuals and groups more precisely and implement additional support more efficiently.
- Ensure that health and safety checks and procedures are carried out rigorously and systematically.

## Achievement and standards

### Grade: 3

Overall achievement is satisfactory. Children enter the Nursery and Reception classes with very limited skills in all six areas of learning. Many of these children have little or no understanding of the English language. Assessments show that children's skills when they start school have declined over recent years. As a result of the good quality provision in the Foundation Stage and the attention given to individual needs, children make good progress. However, by the time they enter Year 1, the skills of the majority of children are still significantly below expectations, particularly in communication and language skills and in their knowledge and understanding of the world.

Progress throughout Key Stage 1 is satisfactory and the school works hard to integrate the significant proportion of children who join the school at different times throughout the year. Many of these children have significant social difficulties and poor basic

skills. Standards in reading, writing and mathematics are still very low at the end of Year 2.

Standards at the end of Key Stage 2 in English, mathematics and science are also very low. The school sets itself particularly challenging targets which it did not manage to achieve last year. However, assessment results, the school's own data and the quality of children's work show that children in Years 3 to 6 are still making satisfactory progress from their low starting points in English and mathematics. The school is aware that progress in the investigative aspects of science is below expectations.

The high quality support for children from the wide range of different cultural backgrounds ensures that all children are able to make at least satisfactory progress. Children with learning difficulties or disabilities make good progress throughout the school because of the good quality support they receive.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development is good. They say they feel safe and enjoy their 'peaceful' school. They are happy and settled and relate well to adults and to each other. They do their best and concentrate well because they want to succeed. Children are very sure that this is the school they want to be in.

Children's spiritual, moral, social and cultural development is good. They respect different views and beliefs and older children talk sensibly about the benefits of being in a multi-faith school. Many planned experiences foster personal and social skills well. Children fondly recalled going on a night walk to spot wildlife and spoke enthusiastically about their visit to the seaside. Children make a positive contribution to their school as play leaders at playtime. Behaviour is good and children learn that 'your behaviour is your own responsibility'. Children are taught how to stay safe and how to be healthy, ensuring that they know the benefits of exercise and the need for a balanced diet. Children enjoy improving their fitness during the well-led aerobic sessions at playtime.

The school council is developing its role effectively and influences changes and improvements to the school. Children are encouraged to take responsibility for homework, arriving on time and dressing smartly in their uniform. These are all good habits which contribute to the next stage of their learning.

Attendance and punctuality are much improved since the time of the previous inspection and are now satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall and a significant amount of good teaching was seen during the inspection. Where teaching is at its best, teachers and children interact very well and children are excited about their learning. Teaching assistants

work very effectively to support the children's individual needs, and lessons move on at a brisk pace. The tasks that children are set challenge the abilities of the different children in the class. Children work well in groups and talk sensibly to each other about their work.

Where teaching is less effective, although still satisfactory, teachers often spend too long talking to the whole class. As a result, there are not enough opportunities for children to talk, or learn through taking part in activities. Tasks are sometimes too difficult or too easy for some of the children. In science, children are not given enough opportunities to use their scientific knowledge to explain the results of their investigations.

Children's work is marked regularly, but frequently this does not provide the children with sufficiently clear guidance about how to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It has recently been reorganised in Year 1 in order to meet fully the needs of the children. The school provides well for children who have learning difficulties, and for those children for whom English is not their main language. The school has rightly identified speaking and listening as priorities for development. There are good opportunities to develop children's self-confidence, for example by working in teams, which will help their future economic well-being. Teachers make the best use of the limited resources available in school. The visits and variety of well attended clubs enhance children's learning and contribute well to their enjoyment.

## **Care, guidance and support**

### **Grade: 3**

The school provides satisfactory care, guidance and support for the children. Children feel safe and members of staff have a good awareness of their emotional and social needs. The results of the support given by staff are evident in improved levels of confidence and enthusiasm among children by Year 6.

The many newly-arrived pupils are very well cared for and quickly become established members of the school community.

Procedures for child protection are good and fully understood by staff. However, health and safety procedures are not sufficiently well developed or rigorous. For example, there are no fire exit signs in the hall and there has been no recent health and safety audit.

The school has set targets for all children, and some children are aware of their targets, but they are not used well enough to guide and support children in their learning. The quality of marking is inconsistent and does not always provide sufficient guidance to help children improve.

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## Leadership and management

### Grade: 2

Leadership and management are good. This is because the headteacher has provided a clear educational direction for the school. The school's work is now being monitored systematically by the leadership team and subject co-ordinators. Regular checks are made on the quality of teaching and children's work. The findings are evaluated effectively and the information is used to bring about improvements in teaching and learning.

The school has prepared an improvement plan which is clear and systematic. This is reviewed regularly and the headteacher provides the governing body with clear feedback about the progress the school is making. Governors are frequent visitors to school and the governing body carries out its duties to hold the school to account effectively. However, procedures to ensure that all health and safety issues are addressed are not sufficiently rigorous.

Recently introduced systems to track the progress of individual children are clear and appropriate. They are already being used to target support for individual children but the monitoring of progress is not yet sufficiently precise. Although much of this development work is relatively recent, it is already making a difference in school. The issues from the last inspection have all been addressed satisfactorily and the school has made significant improvements to the quality of teaching and learning over the last two years. The school has a good capacity to improve further.

The school values parents' views and has acted appropriately on their responses. For example, many parents attended a meeting to find out how to help their children with homework, and parents' classes have been set up to address a variety of educational needs.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Children

Thank you for making Mrs Roberson, Mr Moody and me so welcome when we visited your school. We enjoyed talking to you and looking at your work.

We were very pleased to hear you talk so enthusiastically about your school. All of the adults in school take good care of you and you obviously enjoy all the different activities and visits that they organise. Your night walks and trips to the seaside sounded very exciting. We like the way that so many of you have responsible jobs in school and thought that those of you who looked after us did a very good job.

You all work hard in lessons and we like the way that you help each other, especially with all of the different languages that you speak. You do a lot of exciting activities in lessons and we have asked your teachers to try to help you more when they mark your work. You will learn even faster if your teachers give you more ideas about how to make your work better.

The adults in charge of your school have made your school much better than it used to be. They are doing a good job and we have asked them to make sure that you are all learning as quickly as you can by making even more careful checks on your work. We have also asked them to put up some new 'fire escape' signs so visitors to your school know how to get out in an emergency.

I am sure you will all keep working hard and help the adults that look after you make your school even better than it already is. Good luck and always make sure you come to school with one of those lovely happy smiles on your face.

Yours sincerely

Mark Mumby Her Majesty's Inspector