

# Summerville Primary School

## Inspection report

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<b>Unique Reference Number</b>	105889
<b>Local Authority</b>	Salford
<b>Inspection number</b>	277436
<b>Inspection dates</b>	22–23 May 2007
<b>Reporting inspector</b>	Eileen Mulgrew HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Leigh
<b>Headteacher</b>	Mrs Joyce Flint
<b>Date of previous school inspection</b>	20 November 2000
<b>School address</b>	Summerville Road Salford Lancashire M6 7HB
<b>Telephone number</b>	0161 7364814
<b>Fax number</b>	0161 7439473

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## Introduction

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

## Description of the school

Summerville is a smaller than average primary school. The number of pupils on roll has decreased since the last inspection by 29%. It is situated in an area of considerable social and economic disadvantage. Over half the school population is eligible for a free school meal. Nearly a quarter of the school population is from minority ethnic groups: six pupils are refugees or asylum seekers. Eight pupils are at an early stage of learning to speak English. There is an above average percentage of pupils with learning difficulties and/or disabilities but a below average number with a statement of special educational need. A substantial number of pupils join or leave the school during the school year.

The school was awarded Eco schools Green Flag in 2004 and Healthy School status in 2004.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Summerville is a good school with some outstanding features. One of the strengths is the partnership between parents and the school. Parents are unanimous in their praise for the excellent headteacher and the staff at the school. They feel that together with their children they are given care and support, and guided to develop their own skills. As a result they respect and trust the work of the school, raising their own and their children's aspirations. One parent summed up the feeling of the majority by stating: 'Education is brilliant, teachers are very approachable, the headteacher is very friendly and a good listener. I am really proud of this school.' There has been significant improvement over the last two years and there is a sense of confidence for the future.

Due to this outstanding care, guidance and support, pupils' personal development and well-being are excellent. Pupils enjoy coming to school as shown by their good attendance and punctuality. Behaviour is excellent because learning is fun and pupils want to learn. They have a very good understanding of the benefits of living a healthy lifestyle and enjoy eating the salad and fruit grown on the school site. The Eco committee relishes the opportunities it has of expressing ideas for the development of the school. The Eco status of the school contributes to the excellent progress in the pupils' understanding of the spiritual, moral, social and cultural aspects of their lives. Opportunities to use the school grounds results in pupils who are aware of environmental issues and know they have the skills to change things.

Teaching is good with some that is outstanding. All staff have high expectations of their pupils. Lessons are carefully planned with lots of fun activities which appeal to the different ways pupils learn best. There are good systems in place to check the progress pupils make each half term. However, these are not used to plan specific activities which challenge the more able pupils. Therefore, more able pupils do not always reach the higher standards of which they are capable. Pupils value the good relationships they have with staff and are confident that help and support are readily available should they need it. As a result, pupils' attitudes to learning are good and they make good progress.

Provision for the Foundation Stage (Nursery and Reception) is excellent and gives pupils a secure start to their school life. This is due to well planned learning based on the interests of the children and an emphasis on first hand experiences. Although most start school with skills and knowledge more typical of younger children, by the end of Reception many children are working at levels expected for their age. Good progress continues throughout the school with pupils reaching standards in English and science which are around the national average. Standards are not as good in mathematics and there is room for improvement. However, from a very low start this represents good achievement.

The school delivers a curriculum which places high importance on the basic skills in literacy, mathematics and information and communication technology (ICT). The curriculum matches the needs of the pupils, encouraging them to be aware of the wider world and be ambitious for themselves and others. The school's new motto - 'We take pride in all the things we do' - is seen in the pupils' presentation of their work and the high quality art work, reflecting many subject areas, which covers all the walls.

Leadership and management at all levels, including governance, are good. The excellent headteacher, working with her team, recognised the challenges brought about by the change in the pupil population. All embraced these challenges and took decisive action to meet the

needs of the pupils and their families. As a result, standards and achievement have improved. However, because of the school's central focus on raising attainment in the core subjects, not all leaders of other subjects have had the opportunities to develop their areas. The school has plans to link areas of the curriculum and to give subject leaders the chance to take charge of these plans. The school has made good progress on all issues from the last inspection and provides good value for money.

### **What the school should do to improve further**

- Raise standards in mathematics.
- Develop the roles of subject leaders.
- Plan activities which will challenge the more able pupils in each class.

## **Achievement and standards**

### **Grade: 2**

Standards are broadly average and achievement is good. This is an improvement over the last two years. Children start in the Nursery with skills and knowledge which are well below those expected for their age, especially in communication, language and knowledge and understanding of the world. Outstanding provision in the Foundation Stage results in children making good gains in most areas of learning so, by the time they enter Key Stage 1, most of them reach standards expected for their age. Results in the 2006 national tests for pupils in Year 2 showed that standards were low. Some pupils with learning difficulties achieved well but did not do as well as others. School data and inspection evidence indicate that pupils in the current Year 2 are doing better and standards are on the rise.

By the time pupils leave the school at the end of Year 6 they have made good progress to attain standards in English and science which are around the national average. Despite some improvement in mathematics, standards remain below the national average and there is some improvement needed. In the 2006 national tests, one third of the Year 6 pupils did better than expected for their age in English and just less than half similarly in science. However, pupils capable of reaching these higher standards do not always do so. Pupils with learning difficulties and/or disabilities and those from minority ethnic groups do as well and sometimes better than their classmates.

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

### **Grade: 1**

Pupils' personal development and well-being are excellent. This is due to the excellent care all members of the school community give them. As a result, pupils feel safe and secure and are able to learn well in a calm, friendly atmosphere. Pupils enjoy school as demonstrated by their good attendance which has improved steadily over the last few years. Pupils enthusiastically enter school ready for the 'Morning move it' which results in most pupils arriving on time for school. One pupil stated, 'It wakes me up and I am ready to learn.' Behaviour is excellent and is based on respect for everyone in the school community and the environment. Pupils are courteous, well mannered and helpful. Pupils feel safe and know exactly who to go to if they are troubled. They speak warmly of the ways in which the learning mentor and other staff have helped them. The Eco councillors take their responsibilities seriously and take opportunities to contribute to the community. For example, they organised a group of pupils and parents to tidy up a garden belonging to an elderly man after it had been vandalised. Prefects help with the smooth running of the school. These mature personal qualities reflect the excellent support

for pupils' spiritual, moral, social and cultural development. Pupils work and play together harmoniously. They are adopting healthy lifestyles and are keen to eat healthily as shown by the choices made from the lunchtime menu. Pupils also bring healthy choices in their lunchboxes. They take plenty of exercise as the uptake of a variety of after-school clubs shows. This understanding of the importance of a healthy lifestyle has led to parents organising clubs to improve their own fitness. Pupils talk knowledgeably about jobs that people do as a result of the 'World of Work' days and involvement in the school savings bank.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good with some that is outstanding. Excellent teaching in the Foundation Stage is based upon a strong understanding of how young children learn best and an emphasis on giving first hand experiences. For example, children travelled on a bus to a shop in the city to make two teddy bears which they now look after in turn. The children, supported by their parents, write about the bears' adventures in a diary. Throughout the rest of the school teaching is good or better. Strong relationships between adults and pupils are a positive feature. Pupils are well behaved, keen to learn and happy. Lessons are lively and include a range of enjoyable activities which suit the different ways pupils learn. Teachers use the interactive whiteboards effectively to engage pupils' attention. Pupils are encouraged to check how well they have understood a lesson and to share this with each other and their teacher. In the most effective lessons teachers use information about the progress of their pupils to plan activities that stretch the thinking of the more able pupils but opportunities are not always taken to do this. Teachers use specific subject knowledge effectively; for example, good knowledge and enthusiasm for music resulted in pupils singing action songs to a good performance level. Pupils' work is marked regularly: teachers write encouraging comments and use a simple system effectively to let pupils know how well they have done and what is needed to improve their work. Teaching assistants are well used to support individual and groups of pupils. As a result, pupils with learning difficulties and/or disabilities are supported in their learning and make as much progress as their classmates. Teachers work well with parents to enable them to support their children's learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is broad and balanced and it meets the needs of all pupils very well, including those with learning difficulties and/or disabilities. The Eco status provides pupils with opportunities to study all areas of the curriculum through the school environment. Increasingly, links are being developed across subjects so that learning has real meaning. There is a good emphasis on the basic skills of literacy, numeracy and ICT. The provision for ICT is good and has improved since the last inspection. There are good opportunities to use these skills in other subjects. To further develop the pupils' interest in ICT the school runs the Digibear and Digital Excellence Award, with many pupils eager to achieve these badges. Pupils with learning difficulties and those who are at an early stage of learning English receive good support, enabling them to play a full part in the life of the school. Pupils in the Foundation Stage are receiving lessons in Spanish whilst the pupils in Key Stage 2 have French lessons. The curriculum is enriched further by visitors such as Salford City Reds and artists. The many attractive, high quality displays, made from a variety of materials, are as a result of the motivation generated

by these visitors. Pupils talk excitedly of the visits to places of interest and especially the residential visit to Prestatyn.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. The school has a very caring ethos which extends to the parents and the wider community. This strength of the school has a very positive impact upon the children's personal development and achievement. Like their parents, the pupils believe that the school knows them well, that they are valued and the school will listen to their views. This is a significant improvement since the last inspection. Through a series of successful activities to raise the profile of the school within the community, the school has encouraged parents to return to learning. One parent commented, 'I have really enjoyed the courses that have been provided for the parents as well as the children.' As a result, many parents have gained qualifications and been successful in seeking work. Some parents have recently started a Friends of Summerville group with plans for social events. As parents spend time in school, they understand school routines and the importance of homework. Parents appreciate time given to meetings between school and home when their children start Nursery. They feel the school gets to know their children well and the introduction of a 'mums and tots' group contributes to this. Although some pupils find it hard to move from class to class, staff do all they can to make it easier. Transfer arrangements to the high school are good with opportunities for pupils to visit the schools and meet their new teachers. Child protection, safe recruitment of staff, risk assessments, and health and safety procedures are all in place. Links with outside agencies are very effective in supporting the work of the school. Pupils' needs are identified early and the school sets challenging targets for them to achieve both academically and personally.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The excellent headteacher, supported by the experienced deputy headteacher, provides the school with clear direction and effective day to day management. Through effective self-evaluation the school recognised that changes were needed to meet the learning needs of a changed community. As a result, clear plans were developed and action taken is continually checked to see if it has the planned outcome. For example, pupils were often late to school and not ready to learn, so the school reorganised the timings of the school day and introduced activities which motivated pupils to arrive early. As a result punctuality is much improved. The senior leadership team drives the school forward in its aim of raising standards and achievement for all pupils. This has involved working closely with the local authority and reviewing the staffing structure. Staff have taken on new roles and responsibilities with enthusiasm and the school has recognised the need to provide some training for staff in managing areas of the curriculum.

Governance is good; governors understand their roles. Several governors work at the school and there is a group, including the chair, who visit regularly. This results in governors learning valuable information about the daily management of the school and being in a position to support all aspects of its work and to constantly challenge it to do even better. Parents hold extremely positive views of the school and appreciate the opportunities to become involved.

This vote of confidence from parents, together with the positive developments in many areas of the school, shows that the school has good capacity to improve further.



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## Annex A

## 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>
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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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for the warm welcome you gave us when we visited your school. You told us you were happy, sensible, feel safe, well behaved and are hard-working. We agree with you and we also think you have a lovely sense of humour!

We enjoyed our visit very much. You enthusiastically told us lots about your school, the environment and what you do to help the community. After spending a lot of time talking to your headteacher and other school staff, finding out how well you learn in your lessons and looking at your work, we decided that your school is a good school with some outstanding features.

These are the things we found so good about your school.

- You have a fantastic headteacher who knows you and your families very well.
- Your parents are very happy with all that the school does for you.
- All the adults in the school take excellent care of you and you take care of each other and the environment.
- You make good progress in your work and are reaching higher standards.
- You have an excellent knowledge of how to stay healthy and fit.
- You enjoy school and think it is fun.
- Your teachers are good at teaching you.
- Your Eco councillors have many ideas about how to make your school even better.

We have asked the governors, headteacher and staff to do some things to make your school even better. They will be trying to make sure that:

- you get better at mathematics
- they make all subjects even more interesting for you
- they give more challenging work to the pupils who are ready for it.

We are sure you and your parents will help to make your school even better and you continue to enjoy your education at Summerville.