

Summerside Primary School

Inspection report

Unique Reference Number	101297
Local Authority	Barnet
Inspection number	307645
Inspection dates	13–14 March 2008
Reporting inspector	Beryl Richmond

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	381
Appropriate authority	The governing body
Chair	Mr David Strzelecki
Headteacher	Ms Manjit Dulay
Date of previous school inspection	15 September 2003
School address	Crossway Finchley London N12 0QU
Telephone number	020 8445 1192
Fax number	020 8445 5904

Age group	3–11
Inspection dates	13–14 March 2008
Inspection number	307645

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Summerside is a large school. Most pupils are taught in mixed-age classes. The proportion of pupils known to be eligible for free school meals is high. Two thirds of the pupils are from minority ethnic groups. Half of the pupils are learning English as an additional language, which is four times the national average. Thirty-eight languages are spoken with the most common, other than English and British Sign Language (BSL), being Somali, Gujerati and Albanian. The proportion of pupils with learning and behavioural difficulties and physical disabilities is just above the national average. More pupils than usual join or leave the school other than at the normal times. There are 49 children in the part-time Nursery class. There are 14 pupils, aged between five and eleven, in the Provision for Deaf Children (PDC). The headteacher joined the school in September 2007 after a period of instability in leadership and management.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

Summerside Primary is currently providing an inadequate quality of education because pupils are not acquiring knowledge and skills at a fast enough rate across the school and their progress over time is unsatisfactory. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that the school requires significant improvement, because it is performing significantly less well than in all the circumstances reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to Achievement and Standards and Teaching and Learning.

The headteacher's strong commitment to school improvement is demonstrated by her clear sense of direction and high expectations of staff and pupils. A united staff team is developing its expertise satisfactorily. Pupils' personal development and well-being and behaviour have improved and are good. Pupils enjoy school and feel safe. They speak knowledgeably about healthy lifestyles and contribute well to the community as ecowarriors and by raising money for charities. There is a calm and welcoming atmosphere. Links with parents, who value the school's work, have improved. Pupils are well prepared personally for their lives as adults but are not achieving well enough in English and mathematics.

Children start school with skills and knowledge well below those expected for their age. The high proportion learning English as an additional language make slow progress because teachers do not take enough account of their individual needs. A recent improvement is that letters and sounds are now taught systematically. Overall, children make satisfactory progress by the time they begin Year 1 to reach standards broadly in line with those expected except in communication, language, literacy and calculation, where they are at least below average. This is reflected in pupils' attainment at the end of Year 2, where standards in reading, writing and mathematics are exceptionally low and achievement is inadequate. In 2007, by the end of Year 6 standards overall were below average and there are no signs of improvement for current pupils. There is evidence of pupils making satisfactory and better progress in some classes but pupils, including those with learning difficulties, are not catching up quickly throughout the school because teachers' expectations are not always high enough, and over time teaching has had too little effect on raising pupils' achievement. In addition, assessment information is not being used sufficiently well to set targets for pupils, and consequently they are not specific or challenging enough. Robust action taken by the new leadership team is beginning to improve teaching and learning in all classes.

The curriculum is satisfactory with some good opportunities for enrichment. Pupils have satisfactory opportunities for speaking and listening. However, support for learning new vocabulary, particularly for pupils who are learning English as an additional language, is not good enough, and their progress slows. Pupils in the PDC progress well because they are supported by highly experienced staff who ensure that pupils enjoy their work and are fully included in school activities.

Pastoral care and relationships are good. There are good links with a range of specialist agencies, other schools and organisations, including theatre groups, to provide appropriate support and broaden pupils' range of experiences.

Recent improvements in tracking individual pupils' progress mean that the school now has a more accurate view of its performance. Under the new leadership team effective progress review meetings have been set up. These provide evidence of pupils' achievements, to identify pupils

who need extra support and to set up relevant support programmes for them but it is too soon to see the impact of these actions on pupils' progress. The headteacher is ensuring that all staff have the necessary training and support to be able to carry out rigorous monitoring and evaluation. School leaders recognise that there is much more to do to bring about rapid and sustained improvement. Governance is sound and there is a satisfactory capacity for improvement.

Effectiveness of the Foundation Stage

Grade: 3

Children make a sound start to school life because teaching and learning are satisfactory. However, children's work is not always planned in sufficient detail to meet their needs, particularly in learning English. Standards in most areas of learning are broadly in line with expectations. Children develop well personally. Good induction procedures, including home visits, help children settle happily. Good relationships are established with parents and children.

The Foundation Stage leader knows the children well as she teaches in all classes. Monitoring and evaluation are satisfactory but not sufficiently rigorous to ensure good provision. For example, whilst tracking of children's progress has recently started, their progress in learning letters and sounds is not monitored closely enough.

What the school should do to improve further

- Raise expectations and achievement, particularly in English and mathematics, by using tracking and assessment to set targets that are more challenging and to identify promptly where students need extra support.
- Improve the quality and rigour of monitoring and evaluation at all levels so that improvement is rapid and sustained.
- Prioritise the learning of vocabulary in lessons and provide visual support so that all pupils, especially those learning English as an additional language, learn new words and their meanings more rapidly.

Achievement and standards

Grade: 4

Too few pupils are working at the standards expected for their age in English and mathematics. Over recent years there have been variations in the rate of progress in English and mathematics in Key Stage 2. However, pupils usually do not catch up by the end of Year 6 from their exceptionally low starting points in Year 3. Standards overall were below average in 2007 and current standards have not improved sufficiently. Too few pupils achieve the higher levels in English and mathematics at the end of Years 2 and 6. There are many minority ethnic groups, and although there are variations between them in standards achieved, none of these variations is significant. In 2007 some girls and some pupils who needed help to catch up particularly underachieved. Pupils who are at the school for all of their primary education achieve better than other pupils. Targets are not challenging enough.

Personal development and well-being

Grade: 2

Spiritual, moral, social and cultural development is good. The school council feels that its members are listened to, and have taken an active role to improve school lunches and the

playground. 'Mini mentors' are proud of their roles and other pupils say that they help to resolve problems well. Because of the school's effective procedures, attendance and punctuality have improved. However, attendance is still only broadly average. Pupils particularly like the extra-curricular opportunities for physical development as well as their physical education lessons. They are developing their confidence and social skills, and work together well. Pupils' personal development is enhanced by the excellent inclusion of the pupils who attend the PDC. During an assembly all pupils thoroughly enjoyed using sign language during singing and in lessons observed, there was a clear link between learning themes. For instance, pupils in Year 2 and in the PDC were using the 'Katie Morag' text to discuss emotions.

Quality of provision

Teaching and learning

Grade: 4

There is a calm and positive atmosphere for learning. Brisk, lively teaching is seen in some, but not all classes. Although all teaching and learning seen during the inspection was at least satisfactory, over time, there are too many weaknesses in the quality of teaching to ensure that pupils make sound or better progress. Planning is not always closely matched to pupils' needs because teachers do not use assessment information well enough. Consequently, pupils' work is insufficiently challenging. The pace of learning in lessons is too slow when teachers allow too long for tasks, and pupils' progress slows. Teachers do not check up soon enough and further challenge pupils who are working independently. Speaking and listening skills are developed satisfactorily by giving pupils opportunities to discuss and explain in pairs and groups. Teachers do not prioritise sufficiently the learning of vocabulary by providing visual support and exploring the meaning of words thoroughly.

Curriculum and other activities

Grade: 3

The English curriculum has been revised satisfactorily to give pupils more opportunities for speaking and listening, and letters and sounds are now taught more systematically. Opportunities to participate in physical activities are good. The school recognises that the curriculum needs revision as it moves from planning for mixed-age classes to planning for discrete year groups. The current rolling programme, although meeting statutory requirements, does not always contain sequences of learning that lead to good progress. Interactive whiteboard technology is used well to add impact to lessons and practical resources are used to aid understanding, for example, in problem-solving lessons in mathematics. Visits and visitors, including theatre groups, enhance the curriculum well. The personal, social and health education provision is good, as seen in the good outcomes in pupils' personal development.

Care, guidance and support

Grade: 3

The school knows the families well and there are good links with external agencies. The work of the learning mentor and the leadership team's vision for pupils' well being, have resulted in a range of recent, successful initiatives, such as social skills groups. Consequently, pupils are more confident and communicate with each other more successfully. Pupils report that they know that if they discuss matters with any adult that their views are taken seriously. Induction procedures for newly arrived pupils are good and they say that the school is welcoming. The

school has started to focus on individual pupils' progress and has improved the quality of Individual Education Plans. Parents value the excellent PDC. A parent said, 'The help that my daughter has been given is tremendous and I cannot praise the teachers in the hearing unit and her class teachers enough.' Some pupils have targets for improvement but they are often not specific enough. The quality of marking varies and does not consistently help pupils to improve enough.

Leadership and management

Grade: 3

The headteacher has clarified roles and responsibilities for leaders at all levels and, where necessary, they are being well supported to develop their monitoring and evaluation proficiency. Leaders identify areas for development and are sharing expertise to improve the quality of teaching and learning. The school recognises that its plan for improvement needs to be sharper so that the impact of any initiatives can be better evaluated. Improvements in pupils' personal development are clear. One pupil said, 'The head teacher has changed things and made it so much better...we have more behaviour charts and she takes action.' Governors are supportive of the school, and have recently been joined by two experienced governors. This will help with their development as effective 'critical friends'. The school makes use of a good range of external partners, who provide relevant expertise as required.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	Yes

Text from letter to pupils explaining the findings of the inspection

21 April 2008

Dear Pupils

Inspection of Summerside Primary School, London, N12 0QU

Thank you very much for your help during the inspection, especially by talking to us about your work and the opportunities that your school offers you. Although there are successful aspects to your school, it is not doing well enough, and we have decided that it needs a Notice to Improve. This means that other inspectors will visit your school to check on how quickly it is improving. Here are the things that your school does well.

- You enjoy using sign language and use it successfully to communicate with each other.
- Your school gives you opportunities to take on responsibility so that you can be, for example, ecowarriors, mini mentors or school councillors.
- You enjoy school and have improved your behaviour.
- You have good relationships with adults in school and they care for you well. You know whom to talk to if you are worried about anything and you know that adults will take notice of what you say.
- Your new headteacher and the staff are working together well to improve your school.
- The pupils who work in the Provision for Deaf Children are very well catered for.
- Good links are made with your parents so that they can support you with your learning.
- You have a good understanding of how to stay healthy and enjoy all the physical activities that the school provides for you.

We have asked your school to improve your achievement in English and mathematics by giving you harder work and by checking up more regularly on how well you are doing. We have asked teachers to set you more challenging targets so that you improve your work more quickly. We have also asked them to check regularly on how well the school is doing so that the school improves faster. We would like you to have more help to learn new words and their meanings in lessons.

So that you can learn as well as possible, please attend school regularly and arrive at school on time.

I would like to send you my very best wishes for your future success.

Yours sincerely,

Beryl Richmond

Lead Inspector