

Prospects Learning Services Ltd
Prospects House
19 Elmfield Road
Bromley, Kent
BR1 1LT

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 020 8315 1250
Direct F 020 8315 1279
Gill.Close@ofsted.gov.uk



28 November 2008

Ms Manjit Dulay
Headteacher
Summerside Primary School
Crossway
Finchley
London
N12 0QU

Dear Ms Dulay

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 19 November 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the pupils, staff and chair of governors for their contribution to the visit.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

Since the last inspection, the permanent deputy headteacher has taken secondment to another school and the local authority has provided a temporary replacement.

As a result of the inspection on 13 March 2008, the school was asked to:

- 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.

Having considered all the evidence, I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement. The school has rapidly put in place many suitable systems and procedures that have already begun to make an impact and has evaluated accurately that there is still a long way to go for their impact to be sustained in the longer term.

Standards have risen in the Foundation Stage, with the gap narrowing between lowest and highest attainers. In 2008 attainment at the end of Key Stage 1 rose significantly from being exceptionally low in each core subject to the lower end of broadly average. It is similar to the attainment of pupils with similar backgrounds nationally. Girls reached higher standards than boys. The improved standards are a major step forward after five years of significantly below average and exceptionally low attainment in each core subject. Progress during Key Stage 1 for these and current pupils has improved markedly since the last inspection. At Key Stage 2 the legacy of underachievement contributed to lower unvalidated results in 2008, which were low in mathematics. The school's data for current pupils show that they are on course to do better but there is still a long way to go. Progress during lessons has improved as a result of the increased use of assessment information to provide suitably challenging work.

There has been a considerable increase in expectations by staff and by the pupils, who are now much more focused on working hard and doing well. Staff have worked together keenly to improve provision. Behaviour and learning are better as a consequence. Pupils and parents praise these recent improvements.

The tracking system is having a noticeable impact. Staff are using it to identify each term those pupils attaining below expected levels and who are making less than expected progress. This has given rise to a range of support, both in and out of class, that has led to improvements in pupils' motivation and learning. Careful monitoring has also identified where pupils for whom English is an additional language, or who have learning difficulties or disabilities, need additional support. In particular, the individual education plans for pupils with hearing impairment have been revised to include well-focused measurable targets against which progress is checked regularly, these have already contributed to improved achievement. The assessment system has not identified as effectively pupils' progress along the strands within English and mathematics, or whether the highest and lowest attainers are doing as well as they could.

Teachers evaluate their pupils' attainment more effectively and use it to identify where support is needed and to adapt their lesson planning. It informs the termly meetings at which each pupil's progress is monitored. These meetings are having a major effect on pupils' progress and teachers' accountability for it. They contribute to more demanding targets being set for individuals and the school. Teachers' increased awareness of their pupils' strengths and areas for development has led to the planning of better matched challenge in lessons. However, sometimes activities do not challenge all pupils as well as they could or higher attainers find the work too easy. Teachers use assessment information to set pupils specific targets in different areas of English and mathematics. In the best cases, they are referred to repeatedly in lessons, where they are used well to evaluate current work, and good feedback is given to help pupils meet them.

The school's improvement plans are sharply focused on actions to raise standards and achievement. They include action plans with appropriate steps towards

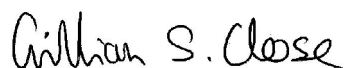
improvement drawn up by each coordinator. Some of these have already had an impact. However, the success criteria are based more on actions being completed than on their impact. Analysis of 2008 achievement in English and mathematics accurately identifies areas for development, actions and intended impact. There is increased monitoring of lessons, although only some managers have carried this out and the emphasis on pupils' progress varies. During this inspection, evaluation of lessons observed jointly was accurate.

Lessons have an increased emphasis on learning vocabulary and using it in explanations. Classroom displays and stimulus materials support this effectively. Well-targeted support provides improved access to learning for pupils for whom English is an additional language. Provision is monitored and amended to meet needs better, but there are some pupils at the early stages of learning English who are not always supported.

The local authority's support has been increasingly targeted and has enabled the school to move forward in building capacity for improvement. It has been flexible to adapt to where additional need has been identified. There remains a need to develop capacity further, in particular in leadership and management of English. The statement of action has been amended and is now fit for purpose.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

A handwritten signature in black ink that reads "Gillian S. Close". The signature is written in a cursive, flowing style.

Gillian S. Close
H M Inspector