

# Summerside Primary School

## Inspection report

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<b>Unique Reference Number</b>	101297
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	331565
<b>Inspection dates</b>	20–21 May 2009
<b>Reporting inspector</b>	Glynis Bradley-Peat

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	374
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Strzelecki
<b>Headteacher</b>	Ms Manjit Dulay
<b>Date of previous school inspection</b>	13 March 2008
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Crossway Finchley London N12 0QU
<b>Telephone number</b>	020 8445 1192
<b>Fax number</b>	020 8445 5904

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<b>Age group</b>	3–11
<b>Inspection dates</b>	20–21 May 2009
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

The school is larger than average and there is provision for the Early Years Foundation Stage in its Nursery and Reception classes. The majority of pupils come from a variety of ethnic minority backgrounds. About half of the pupils speak English as an additional language. The proportion of pupils eligible for free school meals is higher than usually found. The proportion of pupils identified as having moderate learning, behavioural, emotional and social difficulties is above average, as is the proportion of pupils who have a statement of educational need. The school has resourced provision for deaf and hearing-impaired pupils. At present, there are 13 pupils in the provision. The proportion of pupils joining or leaving the school at other than the usual times is very high. There is a breakfast and after school club. The school has gained the Healthy School Award. The school was given a 'Notice to Improve' at the time of the last inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. This reflects the substantial advances made since the last inspection. The leadership of the headteacher is outstanding and, along with the good support of local authority staff, she has transformed the culture of the school through her vision and actions. Overall, leadership and management are now good and have good capacity to improve further. An able senior leadership team and an enthusiastic and motivated middle management team have ensured that effective action has been taken to remedy the shortcomings identified in the last inspection report. Governors have also contributed towards improvement by participating in regular training to develop their skills to ensure that they are able to hold the school to account for its work more effectively. Parents are delighted with the work of the school. One, echoing the words of many wrote, 'Summerside School is one of the best in the area.' Another stated, 'I am very proud that my son attends Summerside School.' The school has worked well to ensure the continuing support of parents.

The school has worked determinedly and successfully to raise standards in English, mathematics and science. Although standards are still below average, this represents good achievement when pupils' starting points are taken into account. Teaching has improved and is now good overall. Inspectors also witnessed some outstanding teaching during their visit. This contributes very well towards pupils' great enjoyment of school and ensures that behaviour is excellent. However, there is still work to be done to raise the attainment of the most able pupils. They are not always challenged consistently to achieve as well as they can in all lessons. These improvements have been brought about because staff receive clear direction, regular feedback and guidance on their work and enjoy learning from one another. Target setting for pupils is good. Targets are set for pupils and they are regularly reviewed, tweaked and communicated to them. Marking in exercise books contributes well towards further guidance for pupils, but this is not consistent across all classes.

The school has developed a good partnership with other local schools which has contributed well to the development of modern foreign language teaching and to sports coaching. Links made with business partners are aiding the development of community partnerships and the refurbishment of accommodation to facilitate this. These partnerships contribute well to the good curriculum.

Pupils' personal development is good because the care, guidance and support the school offers its pupils are also good. This ensures that pupils have a good understanding of safe and healthy lifestyles and are supportive of one another. The provision in the 'deaf children unit' is highly effective and the support and integration of these pupils is excellent. A parent remarked, 'My daughter is partially deaf and is given enormous support and help to ensure she is included in all the curriculum subjects.' Pupils value the many opportunities to take responsibility through membership of the school council, as 'eco warriors' and as 'mini mentors'. This helps pupils make a good contribution to the school and the wider community, as well as raising awareness of environmental issues. The school has worked hard to improve attendance which is below average, but the impact of current strategies has been limited.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make a good start in the Early Years Foundation Stage. They arrive with skills well below those expected for their age. Many know very few words of English. Because of the close links between the Nursery and Reception classes, children's learning and personal development proceed smoothly. Staff provide a warm, stimulating and secure environment, which helps children to settle quickly. Good provision in the Nursery and Reception classes ensures that children make good progress. In 2008, many attained the goals expected of them by the time they entered Year 1, although some fell short in writing and calculating. This is a significant improvement on results in previous years. Teaching is good because adults work skilfully with children on focused activities across all areas of learning.

The Nursery and Reception classes are well organised, with equipment, displays and role play opportunities that extend children's learning both indoors and outdoors. Children learn to choose appropriate activities to enhance their own learning. The Early Years Foundation Stage is led and managed well. Adults plan together as a team and have a clear understanding of how young children learn. A major success of the curriculum has been the 'sounds and letters' programme which has had a good impact on developing reading skills. Since the previous inspection, a new and more rigorous tracking system has been introduced to assess children's skills and knowledge when they start school and to check their progress. The valuable links with external early years providers are now well established and beginning to have an impact on raising achievement.

### What the school should do to improve further

- Ensure that the most able pupils are consistently challenged in order to raise standards in English, mathematics and science.
- Develop more effective practice to improve attendance.

## Achievement and standards

### Grade: 2

Pupils are making increasingly good progress in response to consistently good teaching and a stimulating curriculum. Although standards are still below average by the end of Year 6, the school's meticulous tracking data show they are improving significantly. This is because the previous legacy of underachievement is being tackled successfully. Pupils achieve well considering their exceptionally low starting points. Standards at the end of Year 2 have been improving steadily. In 2008, although still below average, they were better than at any time in the last five years in reading, writing and mathematics. Tracking data show this trend is set to continue.

Across the school, there is no significant difference between the progress made by most pupils and that made by pupils who have moderate learning difficulties or behavioural, emotional and social difficulties. However, some higher ability pupils do not make the progress that they could and the proportion reaching the higher levels of attainment is still too low. Those at an early stage of learning English achieve well because they are very well supported. This is a major improvement since the last inspection.

## Personal development and well-being

### Grade: 2

Pupils are very positive about their school and say that they thoroughly enjoy their lessons. Pupils' spiritual, moral, social and cultural development is good and they develop a clear sense of right and wrong. They learn about a range of faiths and cultures and this helps them understand other ways of life. Behaviour is excellent and pupils feel safe and well supported. They report that the staff are kind and approachable and listen to them. The school has achieved the Healthy School Award which has had a positive impact on pupils' understanding of why they need to be healthy, drink water and stay active. Pupils undertake fundraising activities for many charities. Pupils eagerly look forward to the Isle of Wight residential visit in Year 6 and greatly enjoy their visits out to museums. Improvements in the teaching of basic skills are preparing them satisfactorily for future learning and the world of work beyond. Despite rigorous systems and procedures put in place to improve attendance, it remains below average.

## Quality of provision

### Teaching and learning

#### Grade: 2

There is firm evidence to show that the quality of teaching is improving rapidly. There are a growing number of examples of exemplary practice. This has enabled significant groups of learners, who previously underachieved, to catch up. However, this has yet to have a full impact on the results pupils achieve in national tests. Teachers plan carefully and prepare exciting lessons which pupils enjoy very much. Because of a real focus in all lessons on speaking and listening, pupils' progress in writing is improving. This is particularly the case for those pupils whose first language is not English. The use of drama and role play has had a huge impact on boys' achievement. In a number of lessons they were used to engage and motivate exceptionally well. In one lesson, a teacher cleverly adapted an approach used in a popular television programme to encourage pupils to get into role. In another, props and play scripts were used to equally good effect to demonstrate the characteristics of 'Bugsy Malone' and his gang. Progress in mathematics is also improving because teachers ensure that pupils are provided with opportunities to talk through their reasoning and develop their thinking skills. Overall, teachers mark pupils' work regularly and thoroughly. Written feedback in exercise books is often accompanied by thoughtful written responses from pupils.

### Curriculum and other activities

#### Grade: 2

The curriculum is good because it is planned effectively to develop pupils' skills, and those who are underachieving are given good support to help them make progress. Some good links between subjects are in place. For example, writing was the focus of a project in Year 6 called 'The Piano' which integrated art, media and literacy. The impact on written work was good as a result. The school is currently working hard to make the curriculum more engaging for pupils through developing creativity further. This initiative has not yet had time to have a full impact on pupils' learning. There is a good range of enrichment activities. The recent 'Maths Week' was very successful and provided many opportunities to make links across the curriculum. Pupils are inspired to do their best by the visitors, trips and theme weeks provided. Pupils' artwork displayed around the school makes it a welcoming, colourful environment. As well as the good range of sporting activities at lunchtime and after school, pupils have the opportunity to take

part in computing, music and modern foreign languages. French is taught during curriculum time to Years 4, 5 and 6.

## **Care, guidance and support**

### **Grade: 2**

The school has established a very positive, caring culture rooted in equality. Pupils confirm that they feel well looked after and that bullying is rare and taken very seriously. There is good liaison with other agencies to provide specialist support for pupils when required. The learning mentors provide excellent support through their work with pupils and their parents and are held in high regard by the whole school community. Teaching assistants are used well to support pupils who have learning difficulties and those who are at an early stage of learning English so that progress is in line with that of other pupils. A parent said, 'My daughter's speech and language have greatly improved due to the constant hard work from all the staff'. Pupils know they can go to an adult for help if they are worried. Procedures for child protection and for minimising possible risks are in place and meet requirements. The school has developed a helpful and supportive partnership with its parents. The leadership team have improved assessment systems of pupils' progress. This is being used with increasing effect to ensure that individual pupils receive support and are set challenging but realistic targets.

## **Leadership and management**

### **Grade: 2**

The headteacher provides inspirational leadership and she has developed a strong whole-school community where everybody feels valued and there is a real sense of ambition and teamwork. Arrangements for staff training and development are much improved and linked to pupil progress. Strong systems for monitoring and evaluation have been put into place so that leaders at all levels show a clear understanding of where improvements are needed. Pupil performance is analysed and challenging targets are set. Because the school improvement plan is focused well on addressing the most important issues, leaders are able to bring about improvements in key areas quickly and effectively. Teaching is a real strength and good leadership at all levels means that the school has good capacity to raise standards further. Governors support the school well and are beginning to develop their monitoring and evaluative role in order to challenge the school more effectively. They greatly value the changes made since the last inspection and the improved quality of information they receive. The schools' contribution to community cohesion is good. For instance, links with local businesses have raised a substantial amount of money for a building conversion to provide extended services to the community.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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

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

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

08 June 2009

Dear Pupils

Inspection of Summerside Primary School, London, N12 0QU

We enjoyed meeting you on our recent visit to your school and would like to thank those of you who gave up your time to speak to us. I would also like to share my findings with you.

You have an excellent headteacher who has made such a difference to Summerside in a very short time. After spending two days watching your lessons and looking at everything that goes on in your school, we judge your school to be good and you should feel proud of it.

You have many kind and helpful teachers and support staff who work very hard because they want you all to do as well as you possibly can. Your learning mentors do a great job too and help you feel safe and happy in school. Your teachers are very good at their jobs and your lessons are often fun and you learn a lot in them. You have lots of clubs that you enjoy and you told us how much you enjoy going on school trips to places of interest.

All of you need to continue to work hard in your English, mathematics and science lessons so that you do as well as you possibly can. You need to make sure you come to school every day so that you don't miss out on important work and fall behind. Some of you don't attend as well as you could. Also, we have asked your headteacher to make sure that you all receive work that really challenges you so that all of you do as well as possible in national tests.

Thank you once again for making our visit to your school such a pleasant one.

Yours faithfully

Glynis Bradley-Peat

Lead Inspector