

# Summerville Primary School

## Inspection report

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<b>Unique Reference Number</b>	105889
<b>Local Authority</b>	Salford
<b>Inspection number</b>	336573
<b>Inspection dates</b>	1–2 March 2010
<b>Reporting inspector</b>	Anna Dawson

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 of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Leigh
<b>Headteacher</b>	Miss Jo Jordan
<b>Date of previous school inspection</b>	22 May 2007
<b>School address</b>	Summerville Road Salford Greater Manchester M6 7HB
<b>Telephone number</b>	0161 736 4814
<b>Fax number</b>	0161 743 9473
<b>Email address</b>	jo.jordan@salford.gov.uk

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Royal Exchange Buildings  
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 60% of time observing learning. The inspectors visited 13 lessons, and three parts of lessons. All eight teachers were observed. Meetings were held with the chair of governors, staff, groups of pupils, the School Improvement Partner and the learning mentor. The inspectors observed the school's and pupils' work, and looked at school policies, records of meetings, assessment and monitoring information, curriculum planning and the school improvement plan. In addition, 108 parental questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether standards in English and mathematics are high enough at Key Stage 2, especially for the more-able, for pupils with special educational needs and/or disabilities and for girls in mathematics
- checking the school self-evaluation for the strengths of the school
- if the school is doing all it can to raise attendance
- how effectively the leadership and management are raising standards.

## Information about the school

This is a smaller than average school. Nearly 50% of pupils are eligible for a free school meal. Twenty seven per cent are from minority ethnic groups, including pupils who are refugees or asylum seekers. Of these 18% are at an early stage of learning English. The percentage of pupils with special educational needs and/or disabilities is average and there are no pupils with a statement of special educational need.

The headteacher at the time of the last inspection retired in December 2009. A new headteacher has been appointed and took up her post on the first day of the inspection. In the interim period the school was led by the deputy headteacher and an acting headteacher.

The school has gained the Healthy Schools award, the ECO Green Flag and Sportsmark award.

The Surestart Children's Centre attached to the school was not part of this inspection and is subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory standard of education. It takes good care of its pupils and has the support of parents, carers and the local community, reflected in such comments about the school as 'fantastic' and 'excellent'. Pupils enjoy school and are proud of their eco school status, reflected in their motto 'We take pride in the things we do'. The curriculum meets the needs of the pupils, and provides a variety of opportunities for developing their interests. The provision for promoting a healthy lifestyle is outstanding. As a result, pupils' understanding of the importance of a well-balanced healthy diet and the benefits of taking plenty of exercise is exceptional. The school is a calm, safe learning environment and pupils behave well and are polite. Pupils' spiritual, moral, social and cultural development is good overall.

Children get off to a good start in the Nursery and Reception classes and achieve well, making good progress to the end of Year 2 where standards are just above average in reading, writing and mathematics. Progress is slower in Key Stage 2, particularly in mathematics and as a result, progress is satisfactory overall and standards are broadly average in English and mathematics by the end of Year 6. In the absence of a permanent headteacher, teachers and senior leaders with support from governors have worked well as a team and have had some success in improving standards in writing and mathematics, especially for girls, although these successes are not yet evident in national test results. The quality of teaching is satisfactory overall as there are inconsistencies in setting rigorous and challenging targets for improvement. The systems for recording and analysing pupils' progress are not fully effective and so the progress of individuals and different groups of pupils is not checked with enough accuracy. As a result, in some lessons, particularly in Key Stage 2, work planned is not matched well enough to pupils' needs for them to consistently make good progress and pupils do not have a clear enough idea of how to improve.

The school provides good care, support and guidance, particularly for those who are most vulnerable. The support for those who have special educational needs and/or disabilities is satisfactory and they achieve as well as most others. The senior leaders recognise that more can be done to tell parents and carers about the progress their children make and to provide better support so they can help their children more at home. The new headteacher is confident in moving the school forwards and with broadly accurate self-evaluation and the support of the staff, there is satisfactory capacity for further improvement.

## What does the school need to do to improve further?

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- Raise standards further in English and mathematics at Key Stage 2 by:
  - checking that staff use assessments of pupils' work to set challenging targets for all pupils
  - ensuring that pupils know their targets and understand their next learning steps
  - ensuring that work is matched well to meet all pupils' needs.
- Review the systems for recording pupils' progress in English and mathematics and set challenging targets for all pupils.
- Work more closely with parents and carers by:
  - ensuring parents and carers are more informed about their children's progress
  - helping parents and carers to be in a better position to be able to support their children's learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Most pupils enjoy learning and learn satisfactorily in lessons. They listen and behave well but do not all work at a fast enough pace or do challenging work. They make good progress in Key Stage 1, where they attain just above average standards in reading, writing and mathematics by the end of Year 2. Particularly good progress is made in reading. Good progress is continued in Year 3 but slows down in Years 4 to 6, because a few pupils do not consistently achieve their potential as their work is not challenging enough. These pupils did not get such a good start as in the Early Years Foundation Stage and Key Stage 1 as they lost some continuity in learning through staff changes. Standards attained by the end of Year 6 are just below the national average in English, mathematics and science. This has been the case for the past three years, with pupils making better progress in science than in English and mathematics. As a result of school strategies for improvement, current standards have risen and achievement is better in writing and in girls' achievement in mathematics. Pupils with special educational needs and/or disabilities make satisfactory progress, although a few need more support than the school currently provides. Pupils learning English as an additional language achieve as well and often better than most. Skills in information and communication technology (ICT) are developing appropriately. Behaviour is good. Pupils are sociable and have a clear understanding of what is acceptable and unacceptable behaviour. Older ones take on some responsibilities in school such as helping in the nursery and acting as 'playground buddies'. The overwhelming majority of pupils have an outstanding understanding of how to stay healthy. They take lots of exercise and make healthy choices when eating snacks and lunches and enjoy gardening and growing vegetables, winning several awards for their eco work and gardening projects. Most pupils say they feel safe and are confident that their concerns are quickly resolved, often with the help of the learning mentor. Pupils' cultural and spiritual development is satisfactory but

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moral and social development is good. The pupils are becoming increasingly involved in community activities such as sporting initiatives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Relationships in school are good between pupils and staff which is evident in pupils' enjoyment in school. There are differences in teachers' expectations of what pupils can achieve, particularly in Years 4 to 6, which are occasionally too low or too high. Where teaching is satisfactory, work set is often the same for all pupils so that a few find it too hard or too easy. It is evident in teachers' planning that targets are not consistently set and matched well enough to challenge pupils in their learning. Introductions to lessons are sometimes too long with not enough time left for pupils to complete their work. This inevitably slows learning down for a few pupils in Key Stage 2, so by the time they leave in Year 6, they do not all achieve as well as they should. Teachers' marking, although supportive, does not always tell pupils clearly enough how to improve. As a result, pupils do not always know at which level they are working or what they must do to get to the next level. In writing and mathematics there are too few opportunities for pupils to

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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practise their skills in other subjects. Consequently, pupils attain writing and particularly mathematical skills at a slower rate than in reading. Where teaching is good, pupils are challenged well in their learning. Teachers assess pupils' understanding frequently so they do not get left behind, pupils then acquire knowledge, skills and understanding at a consistently good pace.

The curriculum meets the needs of a large majority of pupils and prepares them adequately for their next stage of learning. Most pupils develop satisfactorily their basic skills of literacy, numeracy and ICT, although there are limited opportunities for problem solving, writing and independent learning. There are good examples of links made between topics that interest and motivate pupils such as projects about the local community and a study of the rainforest, but work on developing a more creative and interesting curriculum is at an early stage of development. The curriculum is enriched well by before- and after-school activities, trips to the locality, visitors to school and a residential visit for older pupils which adds to pupils' enjoyment in learning.

The school provides a caring and safe learning environment. The higher than average proportion of pupils entering the school other than at normal times are made to feel welcome by others and quickly settle in. Parents, carers and pupils are appreciative of the care and support that is given. However, there are a very few pupils who would benefit from an increased level of support in lessons. The learning mentor is especially proactive in helping pupils and families sort out problems and concerns successfully. For example, the percentage of children who are persistently absent has reduced and attendance overall has improved to broadly average. There are transition arrangements for pupils entering the school and arrangements for transfer to high school are effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The new headteacher has quickly grasped the main priorities for the school and is keen to move the school forward. Until the new headteacher took up post an interim development plan was set. The senior leaders and governors of the school have worked well as a team with the deputy headteacher and acting headteacher during this period to maintain standards and the supportive and caring ethos of the school. Self-evaluation is generally accurate and initiatives to raise standards in English and mathematics have been introduced with some success. The impact is evident in rising standards between Years 1 and 4. This has been harder to achieve in other year groups because pupils

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have lost some continuity in learning as staff have left or changed roles and new staff have been appointed. Systems for the tracking of pupils' progress are not unitised or fully effective in enabling leaders to set challenging enough targets to raise standards further. Senior staff have not yet acquired sufficient expertise to monitor and evaluate improvement effectively. This has resulted in some uneven progress between girls' and boys' achievement in mathematics. However, the school is making satisfactory efforts to promote equality of opportunity and this gap is gradually being reduced as the staff encourage girls to achieve their potential.

Provision for community cohesion is satisfactory. There are effective links with the community and other schools. Relationships between different ethnic groups in school are harmonious and pupils are developing their awareness and appreciation of diversity in wider contexts.

The school has a satisfactory partnership with parents and carers. Parents and carers are fully supportive of the school. However, they do not get sufficient information about the progress their children make. Work with parents and carers in enabling them to support their children's learning is at a very early stage of development. There are good partnerships with outside agencies to meet the needs of vulnerable pupils and those with special educational needs and/or disabilities. However, there are a very small number of pupils who do not get enough continuous support in lessons.

Governors are supportive of the school and statutory procedures for vetting staff and safeguarding pupils are met. Governors understand the need to evaluate pupils' outcomes in more detail to enable them to effectively support the staff and pupils in order to raise standards further. Finances are appropriately managed and the school provides satisfactory value for money in relation to pupils' outcomes.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Children achieve well from their starting points. On entry to the Nursery, a majority have skills in language and social skills which are well below those usually expected. From the start, staff take great care to meet the needs of each child. For example, those with special educational needs and/or disabilities are identified early and get the support they need. Children at the early stages of learning English as an additional language quickly settle in and understand and speak English quickly. Staff provide good quality varied and interesting activities based on children's interests and needs. Personal, social and language skills, particularly children's knowledge and understanding of sounds and letters are developed exceptionally well. Equally strong is children's understanding of staying healthy. Consequently, children are happy, well behaved and confident, independent learners, enjoying exploring new experiences. Effective interventions and questioning by staff to promote children's learning are well timed, but occasionally opportunities are missed to extend the learning and understanding of the more able. There is good leadership and management as staff work well as a team to achieve their priorities, benefiting from the voluntary help that is offered and the good partnership that exists with parents and carers. Assessment procedures are good overall, however, a detailed assessment made of whether any group of children are doing better than others and action taken as a result is a future priority. The majority are attaining standards in all areas of learning that are similar to most other children nationally by the end of their Reception year.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Over half of all parents and carers returned questionnaires and show they are supportive of the school and comment positively about the quality of care their children receive. They say that their children enjoy coming to school and they are made to feel welcome particularly if they have any concerns. Parents and carers are especially appreciative of the hard work and support of the staff. About a third of parents and carers had concerns about their children's progress. The inspectors agree that a few pupils should make better progress in English and mathematics.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Summerville Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 108 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	60	28	33	1	1	2	2
The school keeps my child safe	57	67	24	28	2	2	1	1
The school informs me about my child's progress	52	61	30	35	1	1	1	1
My child is making enough progress at this school	43	51	37	44	3	4	2	2
The teaching is good at this school	51	60	30	35	2	2	0	0
The school helps me to support my child's learning	52	61	29	34	2	2	1	1
The school helps my child to have a healthy lifestyle	47	55	32	38	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	51	31	36	1	1	1	1
The school meets my child's particular needs	48	56	27	32	4	5	2	2
The school deals effectively with unacceptable behaviour	48	56	31	36	1	1	3	4
The school takes account of my suggestions and concerns	46	54	35	41	3	4	0	0
The school is led and managed effectively	51	60	30	35	3	4	1	1
Overall, I am happy with my child's experience at this school	54	64	27	32	3	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



03 March 2010

Dear Pupils

Inspection of Summerville Primary School, Salford, M6 7HB

Thank you for the welcome you gave the inspectors when we visited your school. We enjoyed talking to you and looking at your work and were interested to learn about the Eco work that you do. We judged your school as satisfactory overall but with a number of good things. We know that:

- children do well and get off to a good start in the Nursery and Reception classes
- we agree that staff take good care of you and help you to sort out any problems so that you feel safe in school
- we are pleased to agree with you that you are learning extremely well how to stay fit and healthy
- you get on well with one another and behave well.

We have asked your teachers to look carefully at the work they give you in English and mathematics to help some of you to make better progress by helping you to understand your targets and how to improve your work. The school will continue to work with your parents and carers so they know how well you are doing and are more able to help you at home. You can all help by making sure you always try hard.

Yours sincerely

Mrs Anna Dawson

Lead inspector

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