

Summerhill Infant School

Inspection report

Unique Reference Number	108966
Local Authority	Bristol City of
Inspection number	337186
Inspection dates	12–13 July 2010
Reporting inspector	Jane Burchall

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair	Geoff Hitchings
Headteacher	Ira De N Yeurt
Date of previous school inspection	11 July 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. They observed the school's work, and looked at the school's improvement planning and self-evaluation evidence, as well as pupils' work. Questionnaires from 48 parents or carers were analysed and some parents or carers were spoken to before school. Nine teachers were observed. 11 lessons were seen and three assemblies were also observed. The inspectors met with the governors, the senior leadership team, staff and groups of pupils.

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- the action taken to improve the attendance of pupils
- the variety of opportunities for pupils to write in all areas of the curriculum and whether these are sufficiently challenging
- the support for pupils who are new to learning English and the progress they make
- the school's support for pupils' understanding of local, national and international communities and cultures
- the rate of progress of children in the Early Years Foundation Stage.

Information about the school

This is a larger-than-average infant school and the number of pupils attending is increasing. The number of pupils from minority ethnic groups has risen substantially and, at over half of the school's roll, is higher than the average nationally. Almost a quarter of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average but the proportion who have a statement of special educational needs is slightly above the national average. Since the last inspection there have been changes in the senior leadership team, including the appointment of a new headteacher.

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?

2

The school's capacity for sustained improvement

2

Main findings

Summerhill Infant School provides its pupils with a good education. The school also has a number of outstanding features. Pupils are provided with an inspiring and culturally rich curriculum. Strong links with schools, both nationally and internationally, provide pupils with excellent opportunities to gain insight into how life differs in a range of communities. Pupils do much to support charitable causes both at home and abroad. They are justifiably proud of their efforts and of their school. Exciting projects capture pupils' interests and motivate them to learn. Imaginative use is made of the outside environment to ensure that it enhances pupils' learning. Pupils are safeguarded extremely well whilst at school as a result of the implementation of exemplary procedures to protect them. They are exceptionally well aware of how to keep themselves safe and of what constitutes a healthy lifestyle.

Leaders aspire to be the best and set high expectations for both staff and pupils in order to achieve this. Together with the staff team, they have embraced the increasingly diverse nature of the school's intake and have made sure inclusion is at the heart of all that the school does. Excellent provision for pupils who speak English as an additional language results in them making accelerated progress so that they achieve standards in line with national expectations by the time they leave the school. Other pupils, including those with special educational needs and/or disabilities, also, make good progress from their starting points and most reach the expected levels. Teaching is good because all teachers make exceptional use of assessment so that they know when pupils need extra support and help and they ensure that all pupils are fully challenged in their learning. A focus on providing pupils with a broad range of experiences in reading and writing has resulted in standards in these areas improving. Staff's excellent analysis of data means that they are fully aware of the progress and standards reached by groups of pupils and by individuals. However, the school has yet to investigate fully whether a very small minority of pupils' poor attendance is impacting upon the quality of their progress and the standards they reach. Children in the Early Years Foundation Stage are well supported with a good range of experiences, based on their interests, which ensure they make good progress. However, strict limitations on the number of children outside at any time, potentially, inhibit their ability to learn in the environment they might prefer.

After a period of significant changes, the senior leadership team has now stabilised and leaders are demonstrating outstanding leadership and management. A diligent approach to improvement has resulted in the school, successfully, addressing all of the key issues raised at the last inspection. However, the strengths in leadership have been established for a comparatively short time and the excellent systems now operating have not had time to have a full impact, for example in raising teaching quality to outstanding. The

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school's self-evaluation, although at times a little conservative, is thorough and provides an accurate picture of the school's strengths and weaknesses. These things give the school a good capacity to improve further. The school is a vibrant community where, overall, pupils behave well and are considerate towards one another.

What does the school need to do to improve further?

- Analyse fully the impact poor attendance has on pupils' attainment and ensure appropriate action is taken to close any gaps identified.
- Develop the use of the outdoor area in the Early Years Foundation Stage to ensure that children have more frequent opportunities to choose where to learn.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with skills and attributes which are, typically, below the levels expected at their age. They enjoy their learning and achieve well so that, by the time they leave the school, they have reached standards that are average. This includes pupils who arrive into the school in Years 1 and 2, many of whom are in the very early stages of acquiring English. In the vast majority of lessons observed, pupils made good progress, including pupils with special educational needs and/or disabilities, because of very good, targeted support. Pupils concentrated well and worked with enthusiasm as tasks were engaging and appropriately challenging. For example, pupils in Year 2, eagerly, wrote postcards about their recent trip to Weston-super-Mare and Year 1 wrote good instructions for how to grow a sunflower. Work on devising a scarecrow to keep birds off the vegetables was also of a very good standard. Links are made to artists and pupils have a good knowledge of Vincent van Gogh's work and techniques.

Pupils enjoy plenty of robust physical activity through regular swimming and PE, during playtimes and in after-school clubs. Parents and carers and pupils alike say that pupils are very safe at school and that they know how to avoid dangers and risks. Pupils make a very strong contribution to the school community through the school council and by being class helpers. They are learning to take responsibility for their behaviour, which is good, although they still need fairly frequent reminders of what is expected of them in lessons. Pupils respect each other and the wide variety of traditions and cultures across the school. They benefit from an excellent spiritual, moral, social and cultural education and are alert to the changing world and the beauty of their school gardens.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching is good, with some examples of outstanding practice observed during the inspection. This good standard is due to close monitoring by senior leaders and a collegiate approach to planning. In an outstanding literacy lesson, excellent use was made of ongoing assessment so that the teacher was fully aware of how well each child was progressing through the task and was able to target her support appropriately. Very effective questioning and explanations meant that pupils' learning was moved on quickly. Very occasionally, teaching drops below this good standard, for example when classroom management is not sufficient to contain the noise level of overexcited pupils.

Across the school, planning is well matched to pupils' needs and shows clearly what pupils are expected to learn. The objectives and their success criteria are communicated to pupils clearly and consistently so that they understand fully what they are trying to achieve and the steps they need to take. Pupils are clear about their individual targets and refer to them regularly within lessons. For example, pupils in Year 1 have their literacy targets recorded on the back of a cardboard hand and they use the upright finger frequently to help with spacing their words. All classrooms are vibrant learning areas which are well resourced so that pupils can access the tools they need easily to extend their own learning. Good use is made of teaching and learning support assistants to ensure that all pupils are provided with appropriate levels of support.

Pupils are provided with a fully integrated curriculum which is based on their interests. They take part in creative and imaginative projects where they have good opportunities to work alongside older and younger pupils. Projects commence with a thrilling event, such as when a 'space ship' landed in the school grounds or when 'dinosaur eggs' were

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discovered in the playground, capturing pupils' interests immediately and motivating them to learn. Pupils, then, explore these events further in all areas of the curriculum and work really hard towards an exciting end to the project, such as when Year 1 classes come together for a 'banquet'.

Excellent transition arrangements mean that pupils are fully prepared as they enter, move up within and leave the school. Concerted efforts by the school and governing body have resulted in an improvement in attendance, particularly of those who were regularly absent from school. However, leaders acknowledge they have more to do to check on any potential gaps and help pupils to catch up with work missed. The care, guidance and support given to pupils is good, with a useful home-school book used to ensure that parents and carers know what pupils are learning and doing.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The very high expectations of the senior leadership team, coupled with good support, have raised the quality of teaching rapidly so that, now, the large majority of teaching across the school is at least good and continues to develop rapidly. High morale and a real commitment to improvement are evident at all levels. Peer review and mentoring have been used to very good effect to share good practice amongst staff. This means that pupils make good progress, which is tracked regularly through rigorous systems. Data are interrogated in great detail in order to ascertain the quality of progress made by both individuals and groups of pupils. The school knows the needs of each pupil very well, particularly those for whom English is not their first language and those with special educational needs and/or disabilities. Even though the impact of lower attendance has received less rigorous analysis, the very close attention given to most groups and its impact on their participation, progress and excellent self-belief, demonstrates that the school promotes equal opportunities exceptionally well. The school takes innovative steps in order to celebrate diversity and promote community cohesion, such as a dedicated area on the school website where pupils teach common phrases in their home language. Staff are well trained in inclusive practice and, as a result, all pupils are fully involved in the life of the school.

The governing body know the school well and have a good insight into what action is needed to bring about further improvement. They have a good understanding of the diversity of the pupils who attend. They have been particularly supportive in taking

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action to improve attendance. Many committee members are well placed to monitor and advise on their areas of responsibility as they have appropriate experience. Governors are developing their understanding of how to challenge the school to improve. They ensure that pupils are kept extremely safe through excellent risk assessment systems. There is a very high level of awareness of safeguarding issues among governors and staff.

Strong links exist within the local community and with a school in a rural community. The school has exceptional links with schools in Europe, through the Comenius Project. Pupils are given excellent first-hand experiences of life in a range of European countries as teachers visit from partner schools, pupils exchange letters and artefacts and talk via a live web-link.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good teaching in the Early Years Foundation Stage means that children learn well. Children enter the school with skills which are below the levels typical for their age and make good progress so that they start to catch up. Activities and lessons are planned well in order to promote skills from a range of areas of learning. For example, counting and estimating were incorporated well into a physical education lesson. Staff and children have good relationships. Good support for children with special educational needs and/or disabilities, by teachers, learning support assistants and teaching assistants, means that they, too, make good progress and can participate fully in activities. A broad and exciting curriculum based upon children's interests results in them being keen and motivated to learn. For example, during the inspection, the

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children participated in a 'Pirate' theme day. They came to school dressed as pirates, as did staff, and participated in a range of activities all linked to the theme. Great excitement and fun was had by all as they learnt a range of new skills. Daily opportunities are provided for children to learn within the outdoor area. This area is set up with a range of activities and experiences which reflect all areas of learning. However, the need to take turns means the frequency with which children can choose to undertake their learning outdoors is restricted.

The Early Years Foundation Stage is well managed. Staff work well together as a team so that children receive the same experiences across the classes. The coordinator has a good overview and supports the team well. She recognises where improvements to provision could be made.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents and carers are highly supportive of the school and appreciate all that is done for their children. 'My child loves going to school', 'Teaching is excellent' and 'Delighted with progress' are typical examples of the comments made. Respondents, overwhelmingly, agreed that the school keeps their children safe and the inspectors fully endorse this and the other positive views made by parents and carers. The negative issues raised were few in number and parents and carers are encouraged to take these up with the school. The school is aware of the view of some that communication could be improved and staff are working hard to ensure that they get the balance right. A small percentage of parents and carers felt also that they received little feedback on their children's progress. Inspectors considered this issue carefully during the inspection and found that good steps are taken to keep parents and carers informed, such as the use of the home-school book and through termly consultation sessions.

Responses from parents and carers to Ofsted's questionnaire

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

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	75	10	21	0	0	0	0
The school keeps my child safe	29	60	19	40	0	0	0	0
The school informs me about my child's progress	15	31	28	58	3	6	0	0
My child is making enough progress at this school	23	48	23	48	0	0	0	0
The teaching is good at this school	26	54	20	42	1	2	0	0
The school helps me to support my child's learning	14	29	31	65	2	4	0	0
The school helps my child to have a healthy lifestyle	23	48	25	52	0	0	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)	20	42	26	54	1	2	0	0
The school meets my child's particular needs	18	38	28	58	0	0	0	0
The school deals effectively with unacceptable behaviour	9	19	32	67	2	4	1	2
The school takes account of my suggestions and concerns	14	29	31	65	1	2	0	0
The school is led and managed effectively	19	40	28	58	1	2	0	0
Overall, I am happy with my child's experience at this school	31	65	14	29	1	2	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 July 2010

Dear Pupils

Inspection of Summerhill Infant School, Bristol BS5 7LE

I am writing to say how much we enjoyed visiting your school and seeing all the exciting things you are learning. Thank you to those of you who came to speak with the inspectors. We could see how hard you have all been working and how well you are all doing with your reading, writing and mathematics.

Your headteacher and all your teachers do a great job and give you lots of exciting and interesting things to do in school. We saw that all teachers and their assistants keep a close eye on each of you and make sure they help you as much as they can to learn. We agree with you that you go to a good school that cares for you very well. Teachers, also, really make sure you feel happy and safe when you are moving up to a new class.

We have asked your teachers and governors to do two things to help make your school even better. Firstly, we asked them to give children in the Reception classes even more time to learn outdoors. Secondly, we asked them to make sure that anyone who misses time from school is able to complete any work that they missed to make sure you learn as much as everyone else.

You can help you teachers by continuing to work hard and by making sure you come to school as often as you can. I hope you continue to enjoy your learning at Summerhill Infant School.

Best wishes

Mrs Burchall

Her Majesty's Inspector (on behalf of the inspection team)

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