

Summerfields Primary School

Inspection report

Unique Reference Number	118178
Local Authority	Isle of Wight
Inspection number	339158
Inspection dates	3–4 March 2010
Reporting inspector	Alison Cartlidge

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

Type of school	Nursery
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair	John Littleton
Headteacher	Kay Wood
Date of previous school inspection	5 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The majority of time during the inspection was spent looking at learning. The inspectors saw six teachers at work in 11 lessons. They held meetings with governors, staff and pupils. They observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding and other documents. Questionnaires from 48 parents and carers and 32 pupils were scrutinised.

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

- learning and progress in mathematics and writing, especially for the more-able and boys
- the impact of marking and the involvement of pupils in assessing their learning
- the impact of all leaders, including the governors, on provision and progress
- how well care, guidance and support enable pupils to become confident
- how well pupils are developing an understanding of cultural diversity.

Information about the school

The proportion of pupils entitled to free school meals is below average. The school has a low proportion of pupils with special educational needs and/or disabilities. Most, but not all, of these pupils have speech, language and communication difficulties. Most pupils come from White British backgrounds. The school currently has pupils up to the end of Year 4 but is increasing in size to become a primary taking pupils to Year 6. The school has received several awards including Healthy School and Activemark.

The school provides a breakfast club for pupils but the private nursery run by outside providers was not part of this 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?

2

The school's capacity for sustained improvement

2

Main findings

Pupils enjoy coming to this exceptionally caring school, and become confident learners. They were right when they told us, 'You make friends really quickly at Summerfield' and 'There is always a smile to cheer people up when they are sad.' Children make a good start to their education in the Early Years Foundation Stage. Good teaching between Years 1 and 4 enables pupils to build on what they have already learnt. Teachers plan interesting activities that maintain the pupils' interest most of the time. They mark work frequently, but do not always provide specific advice on mathematics and science to help pupils understand how to improve their work.

Pupils' achievement is good leading to attainment above expectations for their age by the end of Year 4. Pupils are particularly good at reading and benefit from the exceptionally good links that exist between the school and parents. The school is working on closing the gap between reading and writing by increasing the motivation of boys through more boy friendly topics. The use of writing to support learning in science is limited. Pupils talk knowledgeably about what they have learnt during practical activities but do not use this subject knowledge to help them write good quality explanations for their predictions and findings. Pupils enjoy taking part in a wide range of physical activities and consequently are helped to adopt exceptionally healthy lifestyles. They develop good personal skills, although they have a limited awareness of cultural diversity in Britain. The school has suitable plans to put this right by extending links with schools in contrasting areas.

Good procedures for self-evaluation enable senior leaders to know what needs to be done next to improve the school further. A recent dip in the progress of more able pupils in mathematics is being tackled rigorously with a new approach offering greater challenge for these pupils. Attainment has been rising since the last inspection, demonstrating the school's good capacity to continue improving. Governors are becoming more proactive in holding the school to account.

What does the school need to do to improve further?

- Increase opportunities for pupils to develop their writing in science and to use scientific terms to explain their predictions and findings.
- Ensure marking in mathematics and science specifies what pupils need to do next to improve.
- Develop pupils' awareness and understanding of cultural diversity in Great Britain.

Outcomes for individuals and groups of pupils

2

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

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Pupils, including those with special educational needs and/or disabilities, make good progress and learn well in most lessons. For example, in a literacy lesson, Year 2 pupils improved their speaking and listening well while pretending to talk to a friend on the telephone. In science in Years 3 and 4, pupils worked together well to find out good ways of separating a mixture of solids and liquid.

Pupils say they feel safe at school and behave well. Pupils show their enthusiasm for learning in their above average rates of attendance and the willingness they show in taking responsibilities for tasks around the school. For example, school councillors suggested a lunchtime cup awarded for quiet and calm behaviour in the dinner hall and older pupils enjoy helping younger ones at playtime. Pupils cooperate with each other well when working in small groups or pairs and listen and respond enthusiastically in most lessons. In a literacy lesson in Year 1, pupils were very keen to use 'Fred Fingers' to help spell out new words.

By the end of Year 4 attainment is above that expected for pupils of a similar age reflecting good achievement. Good opportunities for speaking and listening support those with speech, language and communication difficulties enabling them to become confident about speaking aloud. Pupils' good literacy, numeracy and information and communication technology skills prepare them well for the next stage of education and later life.

Good spiritual, moral, social and cultural awareness is evident in the way pupils are sensitive about the needs of others. They reflect on what makes them and others glad, with comments such as 'meeting new friends' and 'friends look after me'. Pupils have few opportunities for meeting pupils from differing ethnic backgrounds and consequently they have a limited knowledge of cultural diversity. Pupils are keen to take exercise in 'shake up and wake up' sessions, demonstrating their success in achieving the Activemark and Healthy School award. They understand very well what they should eat to stay healthy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	2

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

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	
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good relationships with the pupils and use resources such as the interactive whiteboards well to engage their interest. Tasks are explained clearly and good questioning helps to promote pupils' thinking and listening. Occasionally, a few pupils become inattentive towards the end of whole-class sessions when they are insufficiently involved in discussions. Teachers mark pupils' work frequently and write helpful comments, particularly in literacy books. Comments made on mathematics and science work are not always specific enough to help clarify the next steps and to move pupils' learning forward quickly.

The curriculum is enriched well with information and communication technology and a wide range of additional activities during activity afternoons. These contribute well to learning and the pupils' enjoyment of school. Links between different subjects are developing well, although there are some missed opportunities for pupils to develop and use their writing in science work. Members of staff show their outstanding care and respect for all pupils by praising them and valuing their contributions to lessons. Pupils are very appreciative of the support they receive from members of staff and make positive comments such as 'adults in this school are kind' and 'they think how to make our work better'. Thorough transition arrangements help pupils to become confident about moving class or school. Assessment procedures are used well to support learning. Parents and pupils are particularly impressed by the way the school teaches the importance of staying healthy. The breakfast club provides a good range of healthy breakfast choices and interesting activities.

These are the grades for the quality of provision

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

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

How effective are leadership and management?

Self-evaluation is good because leaders use information from monitoring provision and pupils' progress to bring about positive change, to embed ambition and to drive improvement. The school has a strong commitment to promoting equal opportunities and tackling discrimination, and the progress of groups of pupils is monitored closely so that dips in progress can be tackled swiftly. Monitoring of teaching and learning is good but is mainly carried out by senior leaders. There are suitable plans to extend the involvement of other members of staff in preparation for the school's growth to a full primary but these have not yet been fully implemented.

Governance is good. There is a good understanding of strengths and priorities for development and governors provide support and challenge. They are extending their role in finding out for themselves how well the school is doing. At the time of the inspection, the school's safeguarding arrangements were found to be satisfactory because there were some minor administrative omissions. These do not have a negative impact on the well-being of the pupils. Leaders have good relationships with external agencies and excellent relationships with parents, enabling them to support pupils who are finding life difficult and to ensure that there are no forms of discrimination. The school promotes community cohesion satisfactorily. Pupils currently have insufficient knowledge of cultural diversity in the United Kingdom although the school has suitable plans to extend pupils' understanding by forging links with schools in contrasting locations.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

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

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Early Years Foundation Stage

The majority of children join the school working within the levels expected for their age. They make good progress, especially in creative development and knowledge and understanding of the world, and attainment is broadly average by the time children enter Year 1. Members of staff are calm and patient. They manage behaviour well and establish clear routines. They provide interesting activities that encourage children to cooperate with each other and to learn through practical experiences. For example, children enjoyed helping to build Noah's Ark and counting the animals in pairs. Children help each other to play educational games on the computers. Rhymes and songs are used well to consolidate learning of days of the week, months and seasons. Occasionally, learning slows when adult-led tasks are not finely tuned to meet the needs of a specific group, leading to a lack of motivation and passive learning. Close relationships between home and school enable children to gain confidence and to make choices independently. Children are polite and well behaved and happy to talk about what they are doing. They show genuine concern for each other. One boy during role-play building offered his friend his hard hat saying 'this one is better'. Leaders work together well to develop the curriculum. At present the activities outside do not provide sufficient continuity with those indoors. Children's progress is carefully monitored and information is shared with parents in, for example, the 'my learning journey' books.

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

Most parents and carers are pleased with the work of the school, particularly with the way their children are kept safe and healthy. A few parents and carers who replied to the Ofsted questionnaire expressed concerns over pupils' progress and how their particular needs were met. The inspection team agrees with parents and carers that pupils are kept safe and healthy. The school meets the needs of most pupils well, enabling them to make good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Summerfields 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 116 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	60	17	35	2	4	0	0
The school keeps my child safe	25	52	23	48	0	0	0	0
The school informs me about my child's progress	17	35	29	60	1	2	1	2
My child is making enough progress at this school	21	44	22	46	2	4	3	6
The teaching is good at this school	24	50	20	42	3	6	0	0
The school helps me to support my child's learning	22	46	22	46	34	8	0	0
The school helps my child to have a healthy lifestyle	19	40	29	60	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)	15	31	26	54	1	2	0	0
The school meets my child's particular needs	21	44	22	46	4	8	1	2
The school deals effectively with unacceptable behaviour	16	33	30	63	2	4	0	0
The school takes account of my suggestions and concerns	17	35	30	63	1	2	0	0
The school is led and managed effectively	18	38	29	60	1	2	0	0
Overall, I am happy with my child's experience at this school	24	50	21	44	1	2	2	4

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">■ 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.



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5 March 2010

Dear Pupils

Inspection of Summerfields Primary School, Newport PO30 2LJ

Thank you for being so helpful during our visit. We are pleased that you enjoy coming to this good school.

These are the best things about your school.

- You enjoy school, learn quickly in most lessons and are especially good at reading.
- It is good that you behave well and are polite and friendly.
- We agree with you when you say 'adults in this school are kind'.
- Your headteacher and other leaders know what needs to be done to make the school even better.

These are the things we have asked your school to do next:

- give you more chance to use scientific words and to write explanations for your predictions and what you have found out in investigations
- make sure marking in mathematics and science shows you exactly what you need to do next to improve
- help you to find out more about the various cultures in the United Kingdom.

Thank you once again for talking with us about your school and showing us your work. You could help your teachers by making sure you always take notice of comments on how you can improve your work.

Yours sincerely

Alison Cartlidge

Lead inspector

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