

Summerbank Primary School

Inspection report

Unique Reference Number	123980
Local Authority	Stoke-On-Trent
Inspection number	359557
Inspection dates	9–10 May 2011
Reporting inspector	Usha Devi HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	The governing body
Chair	Mr Ahmmar Mahmud
Headteacher	Mr Robert Shenton
Date of previous school inspection	18 January 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 17 lessons and 12 different teachers. In addition to lesson observations inspectors looked at pupils' writing and mathematics work with the headteacher and deputy headteacher. Inspectors met with groups of pupils, members of the governing body, staff and a representative from the local authority. They also met with a small group of parents and carers. They observed the school's work, and looked at a range of documentation, including minutes from governing body meetings, the school improvement plan, assessment information, policies and teachers' planning. Questionnaires from pupils and from 35 parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Current rates of progress across the school, especially for boys, pupils with special educational needs and/or disabilities and the more able.
- How well teachers throughout the school use assessment information to match pupils' work to their different learning needs.
- The extent to which the writing and mathematics curriculum meets the needs of pupils.
- The rigour and accuracy of the school's monitoring and self-evaluation processes and how effectively these are in ensuring pupils in all year groups make rapid progress.

Information about the school

Summerbank is a larger-than-average primary school. Over half of the pupils are of Pakistani heritage and the remainder from other heritage groups, including White British. The percentage of pupils identified with special educational needs and/or disabilities is above the national average. The proportion of pupils who speak English as an additional language is high. Early Years Foundation Stage provision is provided for children in a Nursery class and two Reception classes. The school has achieved Healthy School status and the Active Sport Mark.

At its last inspection in January 2010, the school was given a notice to improve because it was performing less well than could be reasonably expected. Significant improvements were required in relation to pupils' attainment and achievement in Key Stage 1 and 2. One of Her Majesty's inspectors monitored the school's progress in September 2010. The school was judged to be making satisfactory progress in addressing the issues for improvement and in raising pupils' achievement. A deputy headteacher joined the school in September 2010 and a Year 1 teacher in January 2011.

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

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. Summerbank Primary school is satisfactory. It has some good features. These include:

- pupils good behaviour and the mature and thoughtful way they treat each other and the adults they work with
- the effective links with a range of partners that enrich the curriculum and give pupils the chance to take part in a wide range of artistic and sporting activities
- the good progress that children make during their time in the Nursery and Reception classes
- a team of staff who provide a good level of care, guidance and support.

Since the previous inspection, the headteacher and deputy headteacher have worked effectively alongside staff to raise achievement. Pupils now make satisfactory progress. Sometimes they make good progress, especially in Years 2 and 6. This is partly due to the carefully planned extra support pupils receive. Attainment is broadly average by the end of Year 6, although standards are below average in writing. In some year groups attainment is below average in both writing and mathematics. The school is taking suitable action by providing pupils with more creative contexts in which to develop their writing skills. A noticeable example of this was seen in one class, where pupils enjoyed using time connectives to order the events that took place in the story, 'Peter and the Wolf'. During this lesson a pupil took on the role of a 'time connective inspector' and offered pupils support while checking the use of connectives. In contrast, the absence of planned progression in mathematical skills and knowledge and particularly problem-solving as pupils move through the school does not currently support accelerated progress in this subject.

Teaching is satisfactory. While the proportion of good teaching is increasing, inconsistencies remain. Learning is not always as effective as it could be because teachers do not always make best use of assessment information to provide pupils of different abilities with suitably challenging activities. This particularly affects the more-able pupils who are not moved quickly enough onto the next step in their learning.

School leaders use individual pupils' assessment information well to identify which interventions will have the greatest impact on progress. These actions are having a sound impact. However, assessment information is not used strategically enough by leaders and managers. There are insufficient checks on the progress of different groups of pupils in order to bring about rapid progress in all year groups. Self-evaluation of the school's work is sound but generous. This is because it focuses on the actions that have been taken rather than the impact of these on pupils' outcomes. The involvement of middle leaders

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and members of the governing body in monitoring and evaluation is at an early stage. As a consequence, the school has a satisfactory capacity to sustain further improvement.

Up to 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.

What does the school need to do to improve further?

- Raise achievement in each year group, and particularly in mathematics and writing by:
 - ensuring teachers make effective use of assessment information to set work which meets the needs of pupils of different abilities
 - implementing a whole school approach to problem-solving that gives pupils the opportunity to use and apply their mathematical skills
 - ensuring pupils have increased opportunities to practise their writing skills in different subjects and to write at length.
- Improve teaching and learning so that it is consistently good or better by:
 - ensuring pupils have sufficient time to be more fully involved in their learning
 - making sure that during lessons pupils and especially the more-able pupils are moved more quickly onto activities that will provide a suitable level of challenge
 - developing greater consistency in the quality of marking.
- Strengthen leadership and management by:
 - making sure monitoring focuses on pupils' learning and that feedback to teachers focuses on how they can ensure all groups of pupils make good or better progress in lessons
 - more frequently checking the progress of different groups of pupils in order to bring about better progress for pupils in each year group
 - checking that all staff consistently implement the required actions identified following monitoring activities.

Outcomes for individuals and groups of pupils

3

Pupils' academic achievement is satisfactory. Their sound grounding in basic skills means they are adequately prepared for the next stage of their education. Pupils enter Year 1 with below the expected levels of skill and ability for their age and make satisfactory progress. Last year, pupils in Year 6 made good progress in English and mathematics, which was a notable accomplishment. Suitable support from teaching assistants enables pupils with special educational needs and/or disabilities and those who speak English as an additional language to make similar progress as their peers.

In response to a lower proportion of boys reaching expected levels in writing than girls, the school has made recent changes to the way in which writing is taught. There is a greater focus on giving pupils imaginative experiences. An effective example of this was seen in a class where pupils were photographed acting out scenes from a pirate adventure story. They used these photographs to write their own story. Boys and girls were equally

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engaged and enjoying learning. There are encouraging signs that this creative approach is having a beneficial impact on boys' attainment in writing.

Pupils describe Summerbank as a, 'friendly place to be'. They told inspectors that they feel safe. Their parents and carers endorse this view. Pupils behave well in lessons and during break and lunch. Their spiritual, moral, social and cultural development is good. Attendance has improved and is now satisfactory. Pupils enjoy the wide ranging responsibilities available to them. Working with volunteers to develop a community garden is just one example of their involvement in the locality. Pupils enjoy leading health related projects. For instance, members of the school council organised a successful 'healthy lunchbox competition to promote healthy eating.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching is satisfactory. The proportion of good teaching is steadily increasing. In all lessons:

- good relationships between adults and pupils result in a positive climate for learning
- teaching assistants make a useful contribution to pupils' learning
- electronic whiteboards are used effectively to present information in a variety of ways and to promote pupils' speaking and listening skills.

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In the best lessons, activities are effectively matched to pupils' different learning needs and questions are used to challenge pupils' understanding. Teaching is less effective when teachers spend too long introducing lessons while pupils sit passively. This reduces the time pupils have to be fully involved in their learning. Teachers' marking is inconsistent and is generally better in writing than mathematics. At its best it clearly explains the steps pupils should take to improve their work.

The school is strengthening links between subjects to make learning more enjoyable for all groups of pupils, but this is not fully embedded. Opportunities for pupils to practise their writing skills in different subjects are restricted, in part because of the overuse of worksheets which prevent pupils from writing at length. Provision for art and physical education is good, with pupils regularly working with visiting artists and sports coaches to learn new skills. Enrichment opportunities, through visits, visitors and school clubs, are well developed.

Staff place a strong emphasis on developing pupils' confidence and emotional development. 'There is a true partnership between parents and teachers which helps to provide a secure environment and boosts children's self-esteem.' was just one of the comments made by a parent. Good support for pupils whose contexts may make them vulnerable has resulted in significant improvements in pupils' personal development and well-being.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has the full support of other leaders, staff and governors. They are all committed to ensuring pupils make even better progress and reach higher standards. Senior and middle leaders use a range of suitable strategies to monitor and evaluate the work of the school. The impact of their work is satisfactory for a number of reasons. When monitoring, there is not enough of a focus on pupils' learning. As a result their feedback to teachers does not always provide the specific guidance teachers need to ensure all groups of pupils make better progress. Similarly, there are not enough checks by senior or middle leaders to ensure that all staff consistently implement the required actions identified following monitoring. This is leading to inconsistencies in provision.

The school does not tolerate discrimination. The promotion of equal opportunities is satisfactory because there is still more to do to raise achievement in all year groups, especially for the more-able pupils. Members of the governing body are gradually increasing their level of challenge to the school. Procedures for safeguarding, including child protection, meet requirements. Safeguarding has some key strengths but is

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satisfactory overall, because a few of the school's policies lack some necessary details. Relationships between parents and carers are positive. The school acknowledges written communication with parents and carers is too infrequent. The school is a harmonious community, where pupils of all ages and heritages get along. Global links with a school in Gambia have recently been established.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

In this well run provision, good links with parents and carers enable children to settle quickly. Positive relationships between staff and children result in good behaviour and children feeling safe and secure. When children enter the nursery, what they know and what they can do are both well below age-related expectations. Levels of entry to Year 1 are below those expected for their age, and in line for some. This represents good progress. Children, including those who speak English as an additional language, enjoy their learning and make good progress because:

- ongoing assessment information is used to adjust daily planning so it effectively meets the needs of children of different abilities
- staff plan a range of practical and interesting activities across all six areas of learning, both indoors and outdoors
- there is a strong emphasis on developing children's vocabulary and the names of letters and sounds.

During the inspection, children were observed holding snails and using magnifying glasses to observe and describe the snail's appearance, the way they moved and their habitat. This activity made a strong contribution towards developing children's language and their

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knowledge and understanding of the world. On occasions, staff miss opportunities to develop children's writing skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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

A well-below-average number of parents and carers responded to the inspection questionnaire. The vast majority expressed positive views about the school and the education their children receive. All parents and carers agree that the school keeps their children safe and that the school informs them about their children's progress. Parents and carers who met with inspectors said they would like to be more involved in the work of the school. The school acknowledges that there could be more opportunities to involve them in decisions about whole-school matters.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Summerbank 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 318 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	60	13	37	1	3	0	0
The school keeps my child safe	20	57	15	43	0	0	0	0
My school informs me about my child's progress	15	43	19	54	0	0	0	0
My child is making enough progress at this school	14	40	17	49	3	9	0	0
The teaching is good at this school	17	49	15	43	3	9	0	0
The school helps me to support my child's learning	14	40	18	51	2	6	1	3
The school helps my child to have a healthy lifestyle	11	31	21	60	2	6	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)	14	40	18	51	2	6	0	0
The school meets my child's particular needs	12	34	21	60	2	6	0	0
The school deals effectively with unacceptable behaviour	14	40	17	49	3	9	1	3
The school takes account of my suggestions and concerns	12	34	18	51	3	9	1	3
The school is led and managed effectively	11	31	20	57	4	11	0	0
Overall, I am happy with my child's experience at this school	18	51	12	34	3	9	1	3

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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



11 May 2011

Dear Pupils

Inspection of Summerbank Primary School, Stoke-on-Trent, ST6 5HA

Thank you so much for the warm welcome you gave me and the other inspectors when we visited your school recently. It was a delight to meet with you and listen to your views about the school. We enjoyed spending time in your lessons, looking at your work and talking to you about your learning. Summerbank has improved and provides you with a satisfactory education.

Here are some of the best things about your school. You behave well and treat each other with respect. You have a good understanding of how to stay safe and understand why it is important to keep fit and eat healthily. It was good to hear how much you enjoy helping out in the school and the community. We could see how much you like working with the artists that visit your school. We were impressed with your drawings, paintings and sculptures. The youngest children make good progress in the Nursery and Reception classes.

Your headteacher, the adults that work with you and governors want Summerbank to be good in everything it does. We have asked them to help you all make even better progress, especially in writing and mathematics. We have asked your teachers to provide you with work that is not too easy or difficult. For those of you who are able to do harder work, we have asked them to give you work that is more challenging. We have also asked them to make sure that all lessons are as good as the best ones and to give you the guidance you need to improve when they mark your work. Finally, we have asked school leaders to regularly check how well the school is doing to make sure you achieve your very best.

You should be proud of the part you have played in helping to improve your school. You can keep on helping by continuing to behave well and working hard in class. We wish you every success in the future.

Yours sincerely

Usha Devi

Her Majesty's Inspector

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