

Summerfields Primary School

Atkinson Drive, Newport, Isle of Wight, PO30 2LJ

Inspection dates 26–27 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has successfully eliminated inadequate teaching and led and managed the school well, with tenacity and determination during a time of significant change.
- Senior leaders and governors support the headteacher well in her efforts to maintain an effective school with good teaching and achievement and to improve it further.
- A dip in standards in Years 1 and 2 has been rigorously addressed and standards are now rising again rapidly. By Year 6 pupils reach above average standards in reading, writing and mathematics. Pupils read particularly well.
- All groups of pupils make good progress from their various starting points as a result of consistently good and sometimes outstanding teaching.
- Well-organised support for pupils who find learning difficult and those who are disadvantaged ensures that they make the best progress they can.
- Warm relationships and well-organised learning ensure that Reception children make a confident start to school. Effective teaching and support ensure that they make good progress and are well prepared for Year 1.
- The school's work to keep pupils safe and secure is good. Pupils are respectful and well behaved and get along well together. Bullying is rare. Pupils say that they thoroughly enjoy school and, as a result, their attendance is very good.
- The vast majority of parents that inspectors spoke to during the inspection were very satisfied with the school.
- The staff's consistent promotion of the school's values of respect, independence and self-esteem, underpins the strong provision for pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Teachers do not always challenge the most able pupils strongly enough.
- Pupils' attainment is not yet as high as it could be across all year groups, especially in mathematics and writing.
- Leaders of English and mathematics do not yet have all the skills they need to check more rigorously on the quality of teaching and pupils' progress in their subjects.

Information about this inspection

- The inspectors visited 14 lessons and observed nine teachers including some that were observed with the headteacher. Teaching assistants were also observed working with individual pupils and small groups. The inspectors also talked to pupils about their work and heard individual pupils from Years 2, 4 and 6 read.
- A wide range of documents were scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures and the school’s analysis of how well it is doing and how it plans to improve. Records of monitoring the quality of teaching and the minutes of the governing body meetings were also examined.
- The inspectors looked at samples of pupils’ work across a range of subjects and classes.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A telephone call took place with a school adviser from the local authority.
- Questionnaires from 14 members of staff were analysed. The inspector took account of the views expressed in the 27 online responses from Parent View and informal meetings at the school during the inspection.

Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

Kevin Parfoot

Additional Inspector

Full report

Information about this school

- Summerfields is slightly smaller than the average-sized primary school. Most pupils attend from the surrounding area.
- The school underwent significant change from 2011 when it began to move from a first school to primary school status. There have been considerable changes in staff but recently staffing has become stable.
- Almost all children in the Early Years Foundation Stage attend school full time. A very small minority of the very youngest children are not full time until the term in which they are five years of age.
- All pupils are taught in single-age classes.
- The proportion of disabled pupils and those with special educational needs is similar to the national average.
- The proportion of pupils supported by the pupil premium is above that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- There is a privately run, pre-school, breakfast and after-school club located on the site but these facilities were not included in this inspection.

What does the school need to do to improve further?

- Strengthen the quality of teaching and raise pupils' achievement further so it is at least consistently good by:
 - ensuring that the tasks for the most able pupils are sufficiently challenging, especially in mathematics and writing
 - ensuring that subject leaders, especially for English and mathematics, have the skills to check rigorously the quality of teaching and its impact on pupils' achievement

Inspection judgements

The leadership and management are good

- With effective support from senior leaders and governors the headteacher has dealt successfully with the drop in standards in Years 1 and 2 in 2013 and 2014. Robust procedures have eradicated weaker teaching and identified training needs. As a result, standards are now rising again.
- Teachers are in no doubt as to the quality of teaching required to ensure that pupils make the best possible progress. The local authority is offering strong support and consultants enlisted by the school are effectively helping to raise standards quickly, especially in writing and mathematics.
- Recent rapidly improving progress of pupils who are now in Years 2 and 3 is due to recent good and sometimes outstanding teaching. Leaders know that there is still ground to make up. Some of the most able pupils do not always make the progress of which they are capable.
- Leadership is strengthened by a whole-school commitment to further improvement. Leaders, teachers and governors work together well as a strong team to establish what needs to be done next and plans are quickly driven forward. Issues from the last inspection have all been successfully addressed. This demonstrates clearly that the school has the capacity to continue to improve.
- Knowledgeable subject leaders, especially for English and mathematics, implement developments well but do not yet have all the skills required to check rigorously on the impact of actions on pupils' achievement.
- Leadership of the school's provision for disabled pupils and those with special educational needs and disadvantaged pupils is well organised and effective. Systems for checking pupils' progress identify pupils who are not doing as well as they might and actions to help them make quicker progress are introduced without delay.
- Equal opportunities for different groups of pupils are promoted well and the school does not tolerate any form of discrimination. All adults consistently and explicitly share with pupils the school's values of respect, independence and self-esteem, creating an expectation and culture of good behaviour. Class names, displays, assemblies, house teams, responsibilities and rewards all contribute to the very good provision for pupils' spiritual, moral, social and cultural development. This work helps pupils to develop a sense of social responsibility and an understanding of democracy and British values.
- Leaders plan an interesting and stimulating curriculum that makes a significant contribution to pupils' good behaviour and the pride they take in their work. Meaningful experiences such as visits to a farm and the local fire station, time in the open air through Forest School experiences and after-school activities enrich pupils' learning. Through studying different cultures and faiths pupils develop a good awareness of a wide variety of beliefs and lifestyles and learn how to live harmoniously with others in Britain today.
- Effective links across subjects present pupils with wide and varied opportunities to practise and successfully develop key skills in literacy and numeracy. Appropriate steps are in place to ensure that the new National Curriculum is being implemented effectively.
- Wisely used additional school sports funding provides specialist teaching and training for teachers, enhancing the range of sports on offer. Training older pupils as 'Young Leaders' in sport makes a considerable contribution to their personal development. Funding also allows more pupils to take part in competitions and after-school activities, increasing fitness levels and reinforcing their already good attitude to developing a healthy lifestyle.
- Effective partnerships with other schools, external agencies and the local community fully support all that is on offer at the school. A very small proportion of parents completed the questionnaire on Parent View and a few were dissatisfied with some aspects of the school's work. However, inspectors spoke to many parents who were extremely positive about the school and value it highly.
- School staff follow safeguarding procedures rigorously and governors play a leading role as safeguarding and equality governors, ensuring that all statutory requirements are fully met.
- **The governance of the school:**
 - Despite recent changes to the governing body, it is well organised. Frequent visits to the school and links to subjects enable governors to understand the school's strengths and areas for development first hand.
 - Due to appropriate training and useful skills from the world of work governors check effectively on the school's work, the quality of teaching and pupils' progress. The new Chair of the Governing Body is very experienced and is helping governors to ask more challenging questions, so supporting the school well in its endeavours to improve further.
 - Governors diligently fulfil their statutory duties ensuring that additional funding is spent wisely and used to maximum benefit.

- Through comprehensive reports from the headteacher governors carefully compare teachers' pay and salary progression with pupils' progress, ensuring good value for money and appropriate appraisals are undertaken. Rigorous targets are set and reviewed annually for the headteacher with the help of the local authority.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Challenging behaviour is rare and school records show that there have been no exclusions for three years. Because of the school's rigorous procedures in dealing with absence, attendance has improved markedly and is above average.
- Pupils are exceptionally well behaved in assemblies and conduct themselves responsibly in the dining room and around the building. They spoke confidently to inspectors, holding the door open and saying a polite 'hello'.
- The innovative adult role of the 'School Listener' is exceptionally successful at giving pupils someone with whom they can discuss worries or concerns. Pupils get on very well together on the playground but they really appreciate this extra support. Older pupils' personal and social skills are enriched by their role as 'Play Leaders'. They take their responsibilities for playing with, and caring for, the youngest pupils very seriously.
- During lessons observed by inspectors there was no significant low-level disruption. Very occasionally pupils' concentration wavers and they do not work as hard as they could. This is very well managed by teachers and teaching assistants and pupils are not allowed to disturb other pupils or stop them from learning.
- Pupils are proud to belong to their school and say that the best thing is 'the cool ideas that make learning fun'. They have a good attitude to their work and really enjoy all the extra responsibilities they are given, for example as house captains, members of the school council and young leaders for sports.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe in school and that incidents of bullying are rare but if they do occur they are dealt with immediately by teachers. School records show very few cases of and no patterns to bullying.
- Regular and effective teaching about using the internet and cyber safety, 'bikability' courses for safe cycling and work undertaken during Forest School all heighten pupils' awareness of how to keep safe.
- Parents spoken to by inspectors during the inspection and parents who completed the questionnaire felt that the school is a very safe place to be.

The quality of teaching is good

- The quality of teaching is good. As a result of training from local authority consultants for English and mathematics, work in pupils' books and observations of lessons demonstrate that literacy and numeracy skills are well taught.
- During the retelling of the story *Handa's Surprise*, Year 1 pupils demonstrated exceptional prior learning and progress as they suggested their own different ways of opening sentences in readiness for writing, without prompting from the teacher.
- A contributory factor to the good progress pupils make is the excellent relationships and high expectations teachers have of pupils' work and behaviour. This leads to pupils trying to do their best, paying attention and listening to their teachers and almost always concentrating well in lessons. Pupils say, 'Teachers are friendly. Work is a challenge but they teach us what we need to know.'
- Very occasionally some pupils' concentration fails them but teachers and teaching assistants are quick to manage the behaviour successfully so that it does not disrupt the learning of others.
- Well-organised lessons fully include all pupils. This was particularly noticeable in physical education when all pupils were observed participating energetically and benefiting from expert teaching.
- Engaging tasks capture pupils' interest, for example at the beginning of lessons. In a science lesson, Year 6 pupils were keen to contribute to a survey for the Natural History Museum. Using magnifying glasses

they practised their knowledge of scientific language as they carefully observed and recorded the features of leaves.

- Clearly explained tasks ensure that pupils know exactly what they are expected to learn. However the tasks teachers set for pupils have not always been challenging enough for the most able. As a result they are not yet making the rapid progress or reaching the high standards of which they are capable.
- To improve the progress of more able pupils in writing, teachers are now setting tasks with a greater degree of challenge. An example of this was observed in Year 5 when the most able pupils responded well to the challenging task of producing an extensive list of adverbs to improve their writing.
- Tidy classrooms with, for example, information on the walls and high quality, neatly stored equipment mean that pupils can find and use what they need to help them if they are stuck in their learning.
- Pupils who find learning difficult or who are disadvantaged benefit from the expertise of their teachers and from highly trained teaching assistants who give them just the right amount of support. A group of less able Year 2 pupils were observed being exceptionally well supported when engaged in a practical task investigating the different shapes that could be made by tessellating triangles. They were able to learn the names of the shapes themselves by matching the shapes they made with similar ones on the wall display.
- Teachers' good subject knowledge and questioning skills enable them to probe pupils' understanding and check their progress during lessons. Some teachers are skilled at adjusting tasks as the lesson progresses when necessary, ensuring that pupils make as much progress as possible.
- Beautifully presented books demonstrate pupils' pride in their work and their very good attitude to learning. Pupils' work shows that they are given good opportunities to practise their literacy and numeracy skills especially in their topic books. This supports their good progress and prepares them well for the future.
- Thorough marking is a particular strength. Teachers write comments that clearly direct pupils on how to improve their work and this contributes well to their good progress.
- Regular homework is set for pupils to practise their basic skills of reading, spellings and tables as well as more creative activities that can be enjoyed as a family. Pupils have a homework diary in which to record what needs to be done but this is, on occasions, not used by pupils as well as it might be.

The achievement of pupils

is good

- Very good liaison with the pre-school on site and visits during the course of the year ensure that almost all Reception children make a confident start to school.
- School information shows that children in the Reception class make good progress from their various starting points. By the end of the Reception year the percentage of children who have achieved a good level of development is above the national average. This prepares them very well for Year 1.
- During 2013 and 2014 there was significant disruption to the teaching in Years 1 and 2. As a consequence, pupils did not make the progress expected and standards in reading, writing and mathematics fell to below average.
- The school has worked hard and successfully to improve achievement in Years 1 and 2. Teaching has improved considerably and staffing is now stable. In the summer term of 2014 pupils' progress improved dramatically in Year 1, as a result of consistently good and sometimes outstanding teaching. These pupils are now in Year 2 and progress continues to be good and standards are rising steadily. Pupils previously in Year 2 and now in Year 3 are making better progress and catching up quickly.
- In the last three years, as the school has developed into a primary school, standards in Year 6 in reading, writing and mathematics have risen substantially year on year. They are now above the national average, especially in reading where they are high. However, there is still room for a higher percentage of the most able pupils to reach the higher levels in mathematics and writing.
- Successful training for teachers in the teaching of writing is ensuring that more of the most able pupils are starting to reach the higher level of which they are capable.
- All groups of pupils make at least good progress in reading, writing and mathematics from their various starting points. A high proportion of the most able pupils make better than expected progress in reading.
- Results of the national screening check for the sounds that letters make (phonics) in Year 1 was below the national average in 2014 but during the inspection pupils were observed making very good progress because of expert teaching.
- Achievement in reading is high because of the strong reading culture that exists in the school. Pupils say: 'The school helps us to read well. Teachers think it is very important.' Pupils use the strategies they are taught to tackle unfamiliar words and so they learn to read with fluency and expression. Pupils

enjoy reading, can discuss their favourite authors and talk adeptly about the types of books they like.

- Disadvantaged pupils are well supported by extra funds and by the time they leave the school achieve as well as their peers. In the current Year 6 standards in English and mathematics for these pupils are above those expected nationally. They are in line with other pupils in Year 6 in writing and slightly above in reading and mathematics. Any gaps in attainment between disadvantaged pupils and their classmates in other year groups across the school are closing rapidly in response to good teaching.
- Effective teaching and support and regular checking of the success of interventions for disabled pupils and those with special educational needs ensure that they make good progress. Two parents of children experiencing difficulties told inspectors that the help and communication with the school had been very good.

The early years provision

is good

- The Early Years Foundation Stage is well led and managed and a strength of the school. A calm, safe and well-organised learning space, both indoors and outside, ensures that children are well supported. They achieve well and make good progress in all areas of learning during their time in the Reception class because teaching is consistently good and sometimes outstanding.
- Careful planning of stimulating activities built around a theme, but taking children's interests into consideration, provides a good balance of learning led by adults and learning chosen by the children.
- Behaviour is good because children are thoroughly engrossed in all the engaging activities on offer.
- During work on the theme of 'People Who Help Us', inspectors observed children clearly demonstrating the characteristics of effective learning as they persevered with cutting and sticking and choosing the correct colours while making pictures of their chosen emergency vehicles. Daily practice with writing skills enabled children to write their own name very clearly in well-formed letters on the back of their pictures.
- Children quickly develop skills in all areas of learning through the wide variety of well-planned activities on offer. For example, play dough, small construction and the writing table help them to develop their dexterity and control and pre-writing skills. Number games on the computers develop their mathematical skills. When dressing up and playing together children develop their language skills and learn to play cooperatively.
- Adults sensitively join in children's play, extending their ideas and vocabulary as, armed with magnifying glasses and torches, children play an imaginary game together.
- During short, adult-led sessions children make very good progress as they learn their sounds and letters and the names of two-dimensional shapes. They showed very good powers of concentration and listening during these times. The most able children spelled simple three-letter words correctly when learning their sounds and letters.
- Regular observations of children's learning enable teachers to plan the next steps for each individual child. A valuable record of each child's achievements is compiled gradually throughout the year. Parents are encouraged to contribute to this process. The Early Years Foundation Stage prepares children very well for Year 1.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118178
Local authority	Isle of Wight
Inspection number	443889

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Lisa Marks
Headteacher	Kay Wood
Date of previous school inspection	3–4 March 2010
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