

Summerbank Primary School

Summerbank Road, Tunstall, Stoke-on-Trent, Staffordshire, ST6 5HA

Inspection dates 16–17 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most children start school with skills that are well below those expected for their age, particularly in language development. They make rapid progress in the stimulating learning environment.
- Pupils make good progress overall and leave school with standards just below the national average.
- Disabled pupils and those who have special educational needs make good progress because staff ensure that their needs are well met.
- Pupils entitled to support from the pupil premium fund make good progress because the money is carefully spent to ensure that they have the same opportunities as all other pupils.
- Teaching is good. Pupils enjoy learning in exciting and interesting lessons.
- Pupils have good attitudes to learning and benefit socially from the calm and vibrant indoor and outdoor learning environment.
- The school learning environment is safe and all pupils behave well in school.
- The headteacher is well supported by the deputy headteacher in identifying what the school needs to improve further accurately. They manage the work of all staff effectively.
- School leaders and knowledgeable governors have improved achievement and the quality of teaching well since the last inspection.

It is not yet an outstanding school because

- The proportion of pupils exceeding the progress expected of them is lower in mathematics than in English.
- There remain some inconsistencies in the quality of teaching.

Information about this inspection

- Inspectors observed 19 lessons or part-lessons, one of which was a joint observation with the headteacher and one with the deputy headteacher. In addition, the inspectors listened to pupils read and observed teaching assistants working with pupils both in and out of lessons.
- Discussions were held with two groups of pupils, members of the governing body and teachers. A telephone interview was conducted with the external school improvement partner.
- The responses from school questionnaires circulated to all parents last school term were considered by inspectors because there were no responses to the on-line questionnaire (Parent View). Information from 23 staff questionnaires was also considered as part of the inspection.
- The inspectors observed the overall work of the school and looked at its action plans for improvement as well as documents relating to safeguarding, behaviour and attendance.
- A wide range of other evidence was also looked at by inspectors including pupils' current work in books throughout all classes and the school's own data and monitoring records of how well pupils progress in their learning.

Inspection team

Declan McCauley, Lead inspector	Additional Inspector
Rebecca Lawton	Additional Inspector
Kirsteen Rigby	Additional Inspector

Full report

Information about this school

- The school is a larger than average sized primary school.
- An above average proportion of pupils are eligible for the pupil premium which provides additional government funding for children in local authority care, those from service families and those known to be eligible for free school meals.
- An above average proportion of pupils are supported at school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is also higher than average.
- The majority of pupils are of Pakistani heritage.
- The proportion of pupils who speak English as an additional language is high.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of pupils making better than expected progress in mathematics to match that in English by:
 - rapidly developing the leadership and monitoring skills of the subject leaders
 - ensuring that all pupils fully understand the language of mathematics
 - deepening all pupils' understanding of how to solve mathematical problems
 - strengthening the subject knowledge of all those who teach the subject.
- Eliminate the few remaining inconsistencies in the quality of teaching by:
 - ensuring that all teachers mark pupils' work in line with school guidelines
 - matching tasks more precisely to the learning needs of all pupils
 - maximising the use of teaching assistants in learning
 - eradicating any wasted learning time in lessons.

Inspection judgements

The achievement of pupils

is good

- All pupils achieve well because most teachers use information about pupils' individual ability levels to ensure that their learning needs are well met, particularly in English. In most classes, pupils are making more rapid progress than in the past because teachers carefully use the information about their progress when planning lessons.
- Children's skills in communication and use of language are particularly weak when they join the Nursery. By the end of the Early Years Foundation Stage all children, including those who speak English as an additional language, make good progress and have gained all-round skills nearer to the levels expected for their age because of the carefully planned development opportunities provided in the very creative and stimulating learning environment.
- Pupils continue to make good progress through Key Stage 1. At the end of Year 2 standards have improved particularly well in reading, since the previous inspection. In writing and mathematics they remain well below national standards although the gap between the school and all schools nationally is closing rapidly in these subjects.
- After pupils enter Key Stage 2 they make accelerated progress compared to all pupils nationally although their standards are just below the national average by the end of Year 6. Progress is exceptionally strong in English, which most pupils are learning as an additional language. In mathematics the proportion of pupils exceeding the progress expected of them is greater than all pupils nationally but not as high as in English. From low starting points pupils make good progress in reading because it is well taught.
- In mathematics the proportion of pupils attaining the higher standards is smaller than for all pupils nationally and lower than the proportions in the school that attain the higher standards in reading and writing. This is because of stronger, very successful, teaching which develops the language and communication skills of pupils, ensuring that they can access all subject areas appropriately.
- Improvements in pupils' literacy skills mean that some now find it easier to read and understand mathematical language although, as the school recognises, there remains room for further improvement here. Similarly, it has recently started to focus on the teaching of problem-solving as a means of deepening pupils' mathematical understanding and increasing their progress in mathematics. However, this is at an early stage of development and has had little impact so far.
- All pupils who are disabled or who have special educational needs are making good progress because of the high quality teaching. The recent introduction of a daily small class for teaching them literacy and numeracy is successfully improving their understanding and use of these basic skills.
- The needs of pupils entitled to the pupil premium are well met through good quality teaching in small groups designed to support very specific needs. These pupils make similar rates of progress compared to all pupils nationally, with many making more than expected progress, particularly in reading and writing. Pupils known to be eligible for free school meals attain standards that match or exceed those of all pupils nationally in English and mathematics.

The quality of teaching

is good

- Good teaching enables pupils to achieve well in all subjects. The majority of teachers match learning tasks and activities well to the needs of individual pupils and ensure that learning moves forward at a rapid pace. In one Key Stage 2 literacy lesson the teacher rapidly increased the level of challenge for individual pupils when she skilfully observed they had successfully learned how to use adjectives in sentences.
- The effective use of questioning by teachers enables them to rapidly gain insights into how well their teaching enables pupils to progress in their learning. This is a well developed skill

throughout school and has contributed strongly to the good achievement of pupils.

- Teachers provide a clear structure to the extended opportunities for pupils to write in lessons. This has resulted in pupils now making greater progress in writing. The work of teaching assistants and other adults with small groups of pupils contributes successfully to pupils' improving literacy skills.
- The majority of teaching assistants contribute very effectively in lessons to support pupils in their learning although a few teachers do not always maximise this resource, especially during whole-class sessions. Occasionally, teachers, teaching assistants or others supporting learning in mathematics do not have sufficient subject knowledge to deepen pupils' understanding and correct misconceptions.
- The school has a well developed marking policy which is used very effectively by most, but not all, teachers. Examples of pupils' mathematics and English work which had been marked exceptionally well were seen in Year 4. Pupils are given time to respond to teachers' marking to increase their understanding and this is used well in the majority of classes.
- Learning time is managed well in the majority of classes where pupils are fully engaged and focused on learning. A small minority of teachers allow some learning time to be wasted.

The behaviour and safety of pupils are good

- The school environment is calm and well ordered. Pupils are very respectful of their teachers and each other. Their behaviour contributes positively to their successful learning.
- Pupils are polite, courteous and very well behaved at all times around school. In lessons they have very positive attitudes to learning and engage fully when learning is exciting and interesting. Pupils respond very well to the stimulating learning opportunities provided both inside and outside the classroom.
- Pupils, parents and staff have no concerns about behaviour in school. Pupils say they feel safe and enjoy attending school. All pupils are given equal opportunities to succeed. One pupil commented, 'The best thing about this school is that everyone shares and everyone gets a turn at doing things'.
- School leaders rightly recognised the need to provide additional opportunities for pupils at lunchtime and now employ a sports coach to engage pupils in a wide range of motivational activities which stimulate and engage them.
- The school has successfully minimised the amount of time pupils are absent from school when parents take extended family holidays. Attendance is now good because of the tireless efforts of school staff in bringing about improvement.
- Pupils are very aware of different types of bullying. They report a small number of instances of bullying and racism in school but resolutely agree these are rapidly resolved to their satisfaction by staff when their attention is drawn to them. There has been a focus in school on how pupils should protect themselves when using the Internet which has enhanced their understanding of how to stay safe.

The leadership and management are good

- The headteacher and deputy headteacher collectively have a clear view of how well the school is performing and what needs to be done to secure further improvement. Regular monitoring is undertaken which informs plans for further improvement accurately.
- Those responsible for leading and managing the school carry out regular and effective checks on how well teachers are teaching. Any recommendations made by school leaders are followed up rigorously to ensure that teachers have acted on the advice.
- Standards in literacy have been improved because of the approach taken by senior leaders in

providing strong leadership and clear structures for the teaching of reading and writing. In addition the progress made by pupils is checked constantly to ensure that no pupils are falling behind in their learning. Those pupils making slower progress are identified rapidly and additional, monitored support is provided to enable them to improve quickly.

- The leaders of mathematics are less secure in ensuring that the subject is taught as well as literacy is.
- The school's arrangements for safeguarding meet current requirements.
- The school has been supported well by the local authority since the previous inspection. Regular visits from the school improvement partner have supported improvement particularly in literacy.
- School leaders engage very effectively with the local community to the benefit of all pupils at Summerbank. Timings of the school day were adapted in response to requests from parents to enable pupils to finish school earlier, enabling them to attend a range of activities associated with their faith and cultural development after school.
- **The governance of the school:**
 - Members of the governing body are very knowledgeable about school strengths and areas which are weaker. They regularly hold the headteacher and other leaders to account for pupils' progress and the standards attained in reading, writing and mathematics. Governors have a very strong working knowledge of how to compare standards and progress of pupils in school with similar groups of pupils and all pupils nationally. This helps them to understand how good the quality of education provided at Summerbank is compared with that of other schools. Members of the governing body ensure that teachers are rewarded financially only when they meet challenging targets based on pupils' good progress. Governors regularly and robustly check how well pupils benefit from the spending of pupil premium funding on resources and support programmes that enable them to make good progress in their learning.

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	123980
Local authority	Stoke-On-Trent
Inspection number	406205

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	362
Appropriate authority	The governing body
Chair	Jill Jenkins
Headteacher	Robert Shenton
Date of previous school inspection	9 May 2011
Telephone number	01782 233611
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