

Summerbridge Community Primary School

Inspection report

Unique Reference Number	121401
Local Authority	North Yorkshire
Inspection number	359005
Inspection dates	09–10 June 2011
Reporting inspector	Lynne Read

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair	Jackie Hughes
Headteacher	Angela Mundy
Date of previous school inspection	01 May 2008
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Age group	4–11
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Introduction

This pilot inspection was carried out by one additional inspector. The inspector visited nine lessons and observed two teachers. Meetings were held with members of the governing body, school leaders, staff and groups of pupils. The inspector observed the school's work, and looked at pupils' workbooks, assessment records, school policies and school development plans. In total, 25 parental questionnaires were received, analysed and considered, alongside 20 questionnaires completed by the pupils and 11 by school staff.

Information about the school

Summerbridge is much smaller than most primary schools. Pupils are currently taught in two classes with a third scheduled to open at the start of next term to accommodate the rising numbers. It is situated in a rural area and some pupils attend from outside the immediate locality. Most pupils are of White British heritage with around 15% having European, American or Irish backgrounds. The proportion of pupils known to be eligible for free school meals is below average. An average proportion of pupils have special educational needs and/or disabilities. There is a higher percentage of pupils than average who have a statement of special educational needs. In some year groups, there is a significant incidence of pupils joining the school part way through a key stage. Over the last three years the school has met or exceeded the government floor targets for pupils at the end of Year 6. The school holds the Inclusion, Basic Skills and Activemark awards and has Healthy School status. The International Schools award and the Comenius School Partnership status recognise the good work done in conjunction with schools abroad.

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	2
Achievement	2
Teaching	2
Leadership and management	2
Behaviour and safety	1
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

- Summerbridge Community Primary is a good school.
- Behaviour is outstanding and contributes a great deal to the vibrant, productive atmosphere. Older pupils demonstrate confident, mature attitudes and excellent self-discipline. Pupils feel very safe in school.
- Pupils, including those who have special educational needs and/or disabilities and those who arrive part way through a key stage, achieve well from their starting points.
- The overall quality of teaching is good and some is outstanding. Lessons cater well for the different ages and interests of the pupils in each class and some innovative planning makes learning fun. Pupils generally rise to their teachers' high expectations in terms of endeavour and presentation. However, there are occasions when handwriting is untidy and presentation falls below this good standard.
- Leadership and management are good. The headteacher has successfully implemented a wide range of improvements over recent years and is tireless in her pursuit of excellence. Teamwork is strong and staff are clearly focused on providing the best for pupils.
- The curriculum is well planned and provides an exciting range of activities, including a strong emphasis on creative and personal development. In Key Stage 2, some imaginative links between subjects allow pupils to consolidate and extend their English and mathematics skills. In Key Stage 1, however, the topic work does not consistently challenge pupils.
- Excellent partnerships with outside agencies and other schools bring many benefits to pupils' learning and extend their experiences. Specialist resources and expertise ensure that pupils who have special educational needs and those pupils who have disabilities receive quality care and support so they are

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fully involved in all aspects of school life.

- Parents and carers hold the school in high regard. Excellent communication systems ensure they are well informed and able to support their children's learning at home.

What does the school need to do to improve further?

- Improve progress in Key Stage 1 by ensuring that topic work consistently challenges pupils to the full and builds consistently on the good skills they are learning in English and mathematics lessons.
- Ensure that pupils consistently present their work to a high standard.

Main report

Children settle quickly into the Reception Year because of good links with a pre-school provider and a carefully planned induction process that includes trial sessions in the classroom. They get off to a flying start, make good progress and often benefit from working alongside the older pupils, especially in terms of extending their language and personal skills. For example, different age groups collaborated in role play and model making when engaged in their 'Castles' topic work. They have plentiful opportunities to explore their world and to carry out independent work, both indoors and out.

Progress in English and mathematics lessons is good throughout Key Stages 1 and 2 and attainment is above average for the majority. Most pupils read confidently by the age of six, effectively using their understanding of sounds and letters to tackle new words. By Year 6, they are avid readers, enjoying a wide range of authors and genres. Good research skills equip them well for the next phase of their education. The good learning in school results from good teaching. Lessons include work planned at different levels of difficulty to build systematically on prior learning and expectations are high. Teachers have good subject knowledge and know how to motivate pupils, for example, 'Norris the Puppet' led a session where Years 1 and 2 pupils practised multiplication and division. There is a favourable adult-to-child ratio and experienced teaching assistants support learning very effectively for the various ability groups within each class. Progress is regularly assessed and swift action taken where pupils are not meeting their targets. A range of intervention programmes provide a boost to learning and support tailored to meet individual need. For example, there are groups for speech and language, reading, writing and mathematics. As a result, gaps in learning are quickly addressed and pupils who have special educational needs and/or disabilities have the support they need to reach their potential. This personalised teaching also benefits a significant number of pupils who join the school part way through a key stage, many of whom have experienced some difficulty in their previous schools.

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Good provision for gifted and talented pupils allows them to stretch their capabilities to the full. In Key Stage 2, the curriculum exploits links between subjects so that pupils have good opportunities to practise and extend the core skills of English and mathematics. For example, in one lesson pupils were appointed as 'Tudor Apprentices' and given the task of planning and financing a banquet, linking their skills in mathematics with their understanding of history. This consolidation of learning is not as successful in Key Stage 1 where topic work does not include the same level of challenge. Pupils work diligently and usually take care with the presentation of their work. However, on occasion some handwriting is untidy or includes too many careless mistakes that are crossed out.

Pupils are thoughtful, polite and have excellent moral and social awareness. Attendance is above average and timekeeping is excellent. Good relationships exist and pupils show care and consideration towards one another. They are enthusiastic about learning, exceptionally well motivated and enjoy their lessons. As one commented, 'Lessons are fun and interesting, and you learn a lot.' The good quality care, guidance and support contribute much to pupils' outstanding personal development. Pupils say that adults are always on hand to help should they have any worries. All parents and carers who replied to the questionnaire agreed that their children are happy at school and that behaviour is good. An analysis of the pupils' questionnaires shows that all feel very safe and agree that behaviour in lessons and around the school is good. Similar sentiments were expressed by pupils in discussions with the inspector. For example, they are adamant that the school is 'bully-free' and they have an excellent awareness of what constitutes an unsafe situation.

Pupils willingly accept responsibilities for helping with the daily organisation, for example, helping to run the tuck shop or leading games at playtimes. The elected school council members ensure that pupils' views are considered, and they play an important role in decision making. This school is at the heart of the village. Pupils enjoy their local heritage work and are fully involved in local events, such as the annual fete. Their horizons and cultural development are expanded exceptionally well through the 'Comenius Project' that injects a global element into the curriculum. As a result, pupils have first-hand opportunities to learn about life in different countries and develop an understanding of world faiths. The joint 'What's in a Name?' project has enabled pupils to develop a sense of local identity as well as exploring the context of their heritage within the European Union.

Pupils enjoy a good curriculum that includes a strong emphasis on creative and practical work alongside the academic. For example, all pupils from Years 3 to 6 play musical instruments to a good standard and their art work is proudly displayed. The grounds are imaginatively developed to encourage pupils' physical development, as well as an interest in environmental issues and natural science. The school has developed excellent partnerships to enhance learning. As a result, pupils have expert coaching, participate in sports festivals and competitions, and are effectively supported as they move onto their secondary schools. A host of visits, including a

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residential, expand learning beyond the classroom and an interesting, and sometimes innovative, range of after-school clubs encourage pupils to try out new interests. The 'Walking in the woods' club, for example, has proved very popular with pupils and families. Staff nurture excellent links with parents and carers. A very large majority of those who replied to the questionnaire agreed that they feel well informed and all confirmed that the school helps them to support learning at home. Typical comments include, 'The staff value each child as an individual', 'The school has a very positive environment and is well led and managed' and 'My child is very happy so we, as parents, are happy too.' Information and communication technology is used well in maintaining these profitable links with an informative website, access to games and exercises to extend pupils' skills, and regular newsletters.

The headteacher provides clear direction and ambition for the school. Monitoring processes, including the tracking of pupils' progress, are rigorous so that the school has an accurate understanding of its performance. Development planning is successful and has resulted in a good track record of improvement over time, including, for example, better progress and teaching, an expanded curriculum, and extended accommodation. The school has developed a good reputation within the community and numbers on roll are rising quickly. The capacity to improve further is good. Safeguarding procedures meet requirements and policies are reflected in the day-to-day work of the school. Staff have regular updates in their child protection training and are well equipped to deal with any concerns. The governing body is supportive and includes a good range of expertise and experience. Members are actively involved in school and keep a close eye on provision through good links with classes and the school council. Day-to-day organisation is efficient, policies and procedures are consistently followed and value for money is good. Staff go 'that extra mile' to ensure that no groups of pupils are discriminated against or disadvantaged so all have an equal opportunity to succeed. Different backgrounds and ethnicities are valued and celebrated, and pupils' specific needs are met through, for example, physiotherapy or speech therapy sessions in school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Summerbridge Community 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 12 statements about the school.

The inspection team received 25 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	23	92	2	8	0	0	0	0
Q2 My child feels safe at school	21	84	2	8	2	8	0	0
Q3 The school helps my child to achieve as well as they can	21	84	3	12	1	4	0	0
Q4 The school meets my child’s particular needs	21	84	4	16	0	0	0	0
Q5 The school ensures my child is well looked after	21	84	2	8	2	8	0	0
Q6 Teaching at this school is good	21	84	4	16	0	0	0	0
Q7 There is a good standard of behaviour at this school	19	76	6	24	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	17	68	6	24	2	8	0	0
Q9 The school deals with any cases of bullying well	15	60	7	28	1	4	0	0
Q10 The school helps me to support my child’s learning	19	76	6	24	0	0	0	0
Q11 The school responds to my concerns and keeps me well informed	21	84	3	12	1	4	0	0
Q12 The school is well led and managed	22	88	3	12	0	0	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 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 achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none"> ■ how well the school promotes pupils' spiritual, moral, social and cultural development.
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.



13 June 2011

Dear Pupils

Inspection of Summerbridge Community Primary School, Harrogate, HG3 4JN

Thank you for the very warm welcome and lovely smiles I received when I visited your school. I thoroughly enjoyed my time with you and appreciated all the help you gave me.

Summerbridge Community Primary is a good school. Your behaviour is excellent and you all get on extremely well together. You are a credit to yourselves, your families and your school. Many thanks to those of you who filled in their questionnaire and who chatted with me. It is good to hear comments such as 'The teachers are really brilliant', 'The school council make a big difference' and 'We do fun projects like working with schools from other countries'.

The children in the Reception Year enjoy their work and play and are doing well. In Years 1 to 6 you are keen to learn, work hard and are making good progress in your reading, writing and mathematics lessons. In Years 3 to 6 you also make good progress in your theme work where you practise and hone your basic skills. In Years 1 and 2, however, the topic work does not always challenge you sufficiently. Lots of your workbooks are well presented but some work is not up to this high standard and could be improved. To make the school even better I have asked your teachers to:

- make sure that topic work in Years 1 and 2 includes good challenge and provides more opportunities for you to practise and extend your reading, writing and mathematical skills
- make sure that all your handwriting and the presentation of work are of a good standard.

You can help by continuing to work hard, keeping up your good attendance and completing your homework. Thank you once again for the interesting conversations I had and for letting me share your work and play. Please accept my best wishes for the future and I hope that you continue to enjoy your happy school.

Yours sincerely

Lynne Read
Lead inspector

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