

Summerbridge Community Primary School

Inspection report

Unique Reference Number	121401
Local Authority	North Yorkshire
Inspection number	313979
Inspection date	1 May 2008
Reporting inspector	Margaret Lewis

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	5-11
Gender of pupils	Mixed
Number on roll	
School	34
Appropriate authority	The governing body
Chair	Mr Ward
Headteacher	Mrs Angela Mundy
Date of previous school inspection	11 January 2005
School address	Summerbridge Harrogate North Yorkshire HG3 4JN
Telephone number	01423 780446
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a very small primary school in a mixed rural area in the heart of Nidderdale. Pupils come from a wide variety of backgrounds and attend from the village and surrounding villages. A larger than average number of pupils is entitled to free school meals. Almost all pupils are of White British heritage and nearly all speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is above average. Pupils are taught in two mixed-aged classes, one for Reception and Key Stage 1 and one for Key Stage 2 pupils. Pupils in the Reception and Key Stage 1 class are taught by the headteacher and a regular part-time teacher. The school holds the national Activemark and the North Yorkshire Inclusion Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides a good quality of education, which enables pupils to achieve well. Pupils' personal development and the way in which they are cared for, guided and supported are outstanding. The school has a very happy, friendly and aspiring atmosphere. The staff work hard and know the pupils very well. The school provides good value for money.

The headteacher, supported by enthusiastic staff and governors, provides strong leadership in creating a welcoming, bright and well kept school. Pupils take great pleasure in learning and show a high level of enthusiasm for the many good opportunities they are given. Behaviour is excellent and pupils are polite and considerate towards each other. They share playground toys and games with goodwill. Pupils grow into mature, well mannered and articulate individuals. They clearly love their school and their teachers. They say, 'The teachers make all our lessons fun and interesting.' Pupils are keen to talk about their work and share the many activities they are involved with. They particularly look forward to and enjoy the annual school and village May Fete. Because they enjoy school so much, pupils' attendance is above average and they are punctual. Homework and classes for adults promote parents' involvement in their children's learning.

Good teaching, an exciting curriculum, and very good systems to track and check on pupils' progress ensure that they achieve well and make good progress throughout the school. Children start school with below average skills for their ages but by the time they leave in Year 6 they consistently attain broadly average standards. The small cohorts mean that standards at the end of Year 6 have shown some variation in different years but overall they have risen steadily over the past three years. However, although progress in English in Key Stage 2 is satisfactory, it is not as good as it is in mathematics and science, where standards are higher. Pupils' vocabulary is not as well developed as it could be and opportunities for them to write in different subjects are too limited. The school has recognised this and made it a priority in its plans for improvement. Children in the Foundation Stage make good progress. They are stimulated by the good provision and quickly learn from the good models set by older pupils in Years 1 and 2 whose progress continues to be good. Teachers plan and organise lessons well to make learning meaningful for pupils of all ages and abilities in their classes. Pupils who speak English as an additional language and pupils who have learning difficulties and/or disabilities are well supported to achieve the targets in their individual education plans. Teachers' marking helps pupils to improve their work and to achieve their individual targets. Pupils show good attitudes to learning and know they have to work hard. They talk enthusiastically about recycling, sending letters to schools in other countries through the Comenius project, and learning 'how we can help the world'.

Parents are overwhelmingly supportive of the school. They are especially pleased that their children make good progress and enjoy their learning. They feel that their children are safe and well cared for and inspection evidence supports this. Several parents commented favourably on the good provision for pupils with learning difficulties and/or disabilities and the provision for those who arrive at school with no knowledge of English. Most of the issues from the last inspection have been dealt with very successfully, although standards in writing could still be improved further. The strong commitment of staff and governors shows that the school has a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Reception class with below average skills for their age, particularly in areas of communication, language and literacy. Children get a good start to their education in the Reception class. Parents' positive comments reflect inspection findings. They say that the staff are dedicated, friendly and approachable. The provision for Reception children is good because it is well led and managed. The children are extremely well cared for. Liaison and induction systems for transition from the local playgroup to Reception are good. Consequently, children settle very quickly into full-time school. Sessions are well planned and organised, clear routines are quickly established and this helps children to feel secure and happy. They receive consistently good teaching. Children's personal development is given a strong and successful emphasis and those who have learning difficulties and/or disabilities are quickly identified and given extra support. Children's language development, early literacy and numeracy skills are promoted well. Consequently, children make good progress, although not all reach the nationally expected levels by the end of their Reception year. The indoor and outdoor areas in Reception, shared with Years 1 and 2, provide a relevant focus on personal development and basic skills as well as other areas of the curriculum.

What the school should do to improve further

- Raise standards in English, particularly at Key Stage 2, ensuring that writing extends pupils' use of vocabulary and is promoted and used effectively across the subjects of the curriculum.

Achievement and standards

Grade: 2

Standards have risen at the end of Key Stage 2 since the last inspection. This trend of improvement is particularly evident in mathematics and science. The latest national test results for pupils in Year 6 show that pupils attained standards in line with the national average in English, mathematics and science, but standards in mathematics and science were higher than in English. Mathematics is an area that has been a priority in recent years and the emphasis on mathematical skills has paid off. In very small cohorts comparisons of results with national averages is often unreliable as the performance of just one pupil can alter the picture considerably. This is particularly noticeable in the assessment results of Year 2 pupils during the last few years because these year groups have contained only one or two pupils. The work of current pupils in Year 2 shows that they are attaining broadly average standards in English, mathematics and science, which represents good progress from their starting points on beginning Year 1.

Personal development and well-being

Grade: 1

Pupils' behaviour in school is excellent and they have extremely positive attitudes to learning as their good attendance and lack of exclusions demonstrate. Pupils are very courteous and welcoming to visitors. Nearly all pupils love school and they and their parents say that pupils look forward to going every day. They appreciate the help their teachers give them, not only in their work, but to keep them safe, healthy and happy. As a result, they know the importance of exercise, well balanced meals and healthy snacks, and the need to drink water regularly. Pupils enjoy and take seriously the responsibilities they are given in the classrooms and around

the school. They express their opinions confidently because they know that they are listened to. The school council represents pupils' views very well, which has resulted in improvements, for example to the school building. Older pupils, particularly, say that they appreciate these. Pupils respect people, property and premises, helping to keep the school and its grounds tidy and in good order. They appreciate visitors and people who help them, such as the school crossing lady and the ministers who take assemblies. They encourage each other to do well, enjoy raising money for charities, and participate wholeheartedly in school and community activities, such as the annual May Fete. The pupils lead a procession, participate in Maypole dancing, and the chosen May Queen addresses the community in a speech. Pupils' spiritual, moral, social and cultural development is outstanding.

Quality of provision

Teaching and learning

Grade: 2

The skilled and committed staff work well as a team, monitoring each other's work, sharing ideas, and teaching to their subject strengths, for instance in science, information and communication technology, and art and design. Lessons are well planned and organised with a good range of practical activities that take account of pupils' different learning styles. Consequently, lessons motivate pupils, they strive to contribute and this helps them to achieve well. Classes and groups are very well organised so that pupils receive valuable support in the mixed-aged classes to ensure that they are completing work relevant to their ages and abilities. Pupils with learning difficulties and/or disabilities are supported very well so that they play a part in all activities and are given an opportunity to shine. Relationships between pupils and adults are very good. Staff raise pupils' esteem by giving praise and encouragement. Teachers mark work conscientiously with good advice given to help pupils improve, especially in English and mathematics. Pupils' individual progress is tracked rigorously.

Curriculum and other activities

Grade: 2

A good range of interesting and varied activities and experiences, both in and outside of lessons, addresses pupils' individual needs and encourages excellent personal development. Bright and lively displays are used well as teaching aids and succeed in creating an attractive learning environment. The missed opportunities to promote writing skills in subjects other than English makes the influence of the curriculum good rather than outstanding. Key skills of numeracy are developed well. A thoughtfully planned structure of interesting topics linking science and other subjects ensures that pupils in mixed-aged classes are catered for very well. Art and design is an area of strength throughout the school and all pupils in Key Stage 2 learn French. The school is a partner in the Comenius Project with schools in Germany and Turkey. This successfully supports pupils' understanding of the diversity of European cultures and languages. The after-school clubs and activities offer a good range of activities and sports for all ages and contribute well to pupils' personal development and learning. Educational and residential visits and visitors into school extend and support many subjects well.

Care, guidance and support

Grade: 1

Staff work extremely hard to ensure that each individual child is happy, safe and achieving. Pupils with learning difficulties and/or disabilities are very well supported and their progress is checked thoroughly. Pupils receive high quality help from teaching assistants and other support workers, while induction systems help new pupils settle most effectively. Pupils are well prepared for transition to secondary education. Positive relationships underpin the high standards of care. Pupils and parents are very comfortable about approaching the school when they need help. They are confident that they will be listened to and their questions answered and acted upon. All required safeguarding procedures and risk assessments are in place. The school has excellent links with outside agencies that provide additional support for pupils. Academic guidance is very good because the school has excellent systems for tracking pupils' progress. This enables it to take appropriate action to ensure improvement. Pupils understand their learning targets and are motivated to achieve them. Teacher's marking provides plenty of praise and clearly indicates to pupils how they can improve.

Leadership and management

Grade: 2

Leadership and management are good. The inspirational leadership of the headteacher provides a clear and very caring vision for the school. She has moved the school forward since the last inspection and has been instrumental in helping the school to recover from a difficult period, restoring the confidence of parents, staff, pupils and governors. The school is highly committed to raising standards and to developing the whole child. Underpinning good teaching and learning is the belief that learning must be fun. The headteacher communicates this vision very effectively to the staff. She motivates them and develops them so that they are successful in their work. Staff are very supportive, having clearly defined roles and responsibilities. The school works in excellent partnership with parents, local churches, the Nidderdale Schools' cluster, the local authority and others to improve provision for pupils.

Governance is good and the governing body is knowledgeably led. The budget is managed carefully. Governors know the school and its pupils well and share the same vision as the staff leadership team. They are fully involved in monitoring school development and fully support school and community projects.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

I am writing to thank you for welcoming me into your school and talking to me about your work and school life. I appreciated the help you gave me and enjoyed hearing how much you like your school and the many interesting activities you do. I hope your May Fete was a huge success this year!

I judged that yours is a good school where you are all happy and love to go every day. Your attendance and punctuality are good. It seems you like almost everything about school and particularly the clubs and the visits you make. Your behaviour is exceptionally good and you work hard in lessons. The teachers tell me that this is always the case and they are very proud of you. The headteacher and governors lead the school very well. The teaching you receive is good so you make good progress in your learning and reach average standards by the time you leave Year 6. You do well in mathematics and science and you're working towards improving English. I know that your parents agree that the staff look after you extremely well. The teachers know exactly how well you are doing because they check your progress regularly. This means that altogether the care, support and guidance you receive are outstanding and you mature into sensible young people.

To help your school become even better, I am asking the staff to help you make even better progress in English, particularly for those of you in Class 2. I have asked the teachers to work with you to make sure that you do as well in writing as in mathematics and science.

You can help them by continuing to work hard, making your writing interesting by using exciting words and enjoying everything that you do at school.

Best wishes for the future