

# Inspection of a good school: Summerville Primary School

Summerville Road, Salford, Greater Manchester M6 7HB

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Inspection dates:

29 and 30 March 2022

## **Outcome**

Summerville Primary School continues to be a good school.

## **What is it like to attend this school?**

Staff are determined to ensure that all pupils reach their potential. They have high expectations of pupils' behaviour, attitudes to learning and achievement. Pupils respond well to these expectations. They are well behaved, respectful and polite.

All pupils, including those with special educational needs and/or disabilities (SEND) and children in the early years, thoroughly enjoy learning. Most achieve well in different areas of the curriculum. Typically, parents and carers commented that their children thrive in school.

Relationships between staff and pupils are highly positive. Pupils told the inspector that they feel safe. They know that if they report a worry or concern to a trusted adult, it will be acted on immediately. Pupils describe Summerville as a friendly school. They said that if bullying happens, it is dealt with without delay.

Many opportunities are available for pupils to show that they are caring, upstanding citizens. They promote good behaviour as anti-bullying ambassadors. E-cadets support staff and help their peers to use the internet responsibly.

Leaders have planned a curriculum that includes lots of memorable visits to theatres, art galleries and museums. Pupils enjoy celebrating special events such as Armistice Day and health and well-being day. Earth Day and Children's Mental Health Week help to raise pupils' awareness of different issues.

## **What does the school do well and what does it need to do better?**

The curriculum is ambitious and is closely linked to the national curriculum. In each subject, leaders have identified the knowledge that they want pupils to know and understand. Leaders check that teachers are assessing pupils' knowledge accurately and adapting the curriculum to revisit areas that pupils have missed or might not remember.

Teachers modify the curriculum to make it interesting and relevant to the context of the school. For example, pupils explore the contribution that local people have made to music, art and literature. Teachers have the subject knowledge necessary to deliver the curriculum effectively.

Children in the Nursery and Reception classes become confident and curious learners as they move through the early years. They develop their early reading and mathematical knowledge effectively. This prepares children well for their learning in Year 1. Most pupils, including those with SEND, gain a deep body of knowledge in most of the subjects that they study. This means that they can link what they know to new learning. This helps them to achieve well.

Children are taught phonics as soon as they enter the Reception class. As pupils get older, most become keen readers who enjoy reading books by different well-known authors. Pupils who find reading difficult use their knowledge of phonics to help them to read unfamiliar words. However, some pupils have gaps in their phonics knowledge. This is because the curriculum does not enable all pupils to learn to read well. Leaders have introduced a new phonics and reading curriculum which all staff have been trained to deliver. However, the new curriculum is yet to be implemented.

Staff have the skills that they need to quickly identify pupils with SEND. Staff work closely with parents and independent specialists to make sure that support is available when required. Pupils with SEND succeed because they have access to the same ambitious curriculum as their peers.

Pupils behave well. They know the rules and they stick to them. Pupils are attentive in class and work together well. Consequently, disruption during lessons is rare.

Leaders develop pupils' interests and talents beyond the academic curriculum. There are different clubs that pupils can join. They also enjoy the breakfast club, where they can catch up with their friends. Pupils can take on responsibilities, such as becoming members of the school council. They plan their own fund-raising activities to raise money for different causes, including cancer charities.

Governors know the school well. They support staff with their well-being and workload. Governors have an accurate view of what leaders do well and what they need to do to further improve the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding procedures are thorough and effective. Staff are clear about their responsibilities in relation to child protection and reporting concerns. They access a range of high-quality safeguarding training that is regularly updated. As a result, they are skilled at spotting if a pupil is at risk of harm.

Leaders work with a range of specialist partners to make sure that vulnerable pupils and families receive the support that they need. Pupils learn how to keep themselves safe through different aspects of the curriculum. For example, they know how to use the internet and mobile technology safely.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders' new approach to teaching reading and phonics is yet to be implemented. Currently, a minority of pupils have gaps in their knowledge and are not catching up to their peers quickly enough. Therefore, leaders should ensure that all staff are equipped to deliver the new phonics programme so that all pupils can read with accuracy and fluency.

## **Background**

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2014.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	105889
<b>Local authority</b>	Salford
<b>Inspection number</b>	10211319
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gail McNally
<b>Headteacher</b>	Joanne Jordan
<b>Website</b>	<a href="http://www.summervilleprimary.co.uk">www.summervilleprimary.co.uk</a>
<b>Date of previous inspection</b>	30 January 2017 under section 8 of the Education Act 2005

## Information about this school

- School leaders do not make use of any alternative provision.
- The governing body manages the before-and after-school provision.

## Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held meetings with the headteacher, assistant headteacher and the special educational needs coordinator. The inspector held a virtual meeting with the deputy headteacher. He also held a virtual meeting with two governors, including the chair of the governing body. The inspector held a telephone conversation with a representative of the local authority.
- The inspector carried out deep dives into these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector spoke with leaders about the curriculum in some other subjects. He also spoke with staff about their workload and well-being.
- The inspector spoke with parents to gather their views about the school. He considered the responses to Ofsted Parent View as well as free-text comments from parents. The inspector reviewed responses from staff and pupils to Ofsted surveys.
- The inspector examined a range of policies and documents. He also scrutinised safeguarding information, including the school's safeguarding policy. The inspector spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents. He also talked with pupils about their safety and welfare.

### **Inspection team**

Lenford White, lead inspector

Ofsted Inspector

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