

Inspection of Summerbridge Community Primary School

Main Street, Summerbridge, Harrogate, North Yorkshire HG3 4JN

Inspection dates: 9 and 10 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders want the best for pupils at this small village school. The school has a caring ethos where pupils are taught to develop skills and knowledge to maximise their potential. Pupils are familiar with the 'CHAMPs code' which focuses on different themes such as making the most of mistakes. Positive relationships between staff and pupils are evident throughout the school. Pupils feel safe, happy and well cared for.

Pupils behave well in lessons and around the school. They concentrate and do not interrupt the learning of others. They are well mannered and considerate. Bullying is very rare; leaders' records and discussions with pupils confirm this. Pupils are confident that adults support them, and they know who to go to for help if they have any worries.

The school provides many opportunities for pupils. The wide range of activities at the after-school club appeal to their different interests. Leaders are proactive in developing cultural capital in their pupils. A wide range of experiences, such as residential trips to Manchester and London and visits to the theatre in Harrogate, are gleefully anticipated by pupils.

Parents are very positive about this school. They appreciate the ambition of leaders and the high expectations that teachers place on each child. A typical view was, 'My child really enjoys the lessons and regularly comes home with positive stories about learning they have enjoyed.'

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

Leaders provide a well-balanced curriculum. Pupils are actively engaged in the ambitious learning opportunities provided for them. This prepares them well for the future. The school organises its curriculum to meet the needs of all pupils. Leaders have set out the knowledge and skills that pupils should develop at each point in their education. Subjects are structured to ensure that pupils develop new knowledge and skills step by step. However, teachers do not always meticulously ensure that their choices of activity closely match the purpose of the lesson. This means that pupils do not develop robust knowledge and understanding in all lessons.

Leaders place a high priority on the teaching of reading. Staff have been recently trained in the delivery of leaders' chosen approach for the teaching of early reading and phonics. The daily phonics input is delivered with precision. As a result, for most pupils, reading is taught well. However, there is still inconsistency in the phonics strategies used to support individual pupils who struggle with unfamiliar words. Some pupils are guided towards strategies that do not align with the school's chosen phonics approach.

Teachers promote a love of reading. They share their enthusiasm for books with their pupils. Reading areas, including the library, are enticing and well used. Shared stories captivate pupils' interest. As a result, pupils read widely and often.

In Reception and Nursery, children listen closely to adults and master new letters and sounds correctly. Children use their phonics knowledge well to read simple sentences. Leaders have thought carefully about the content of the early years curriculum. Children enjoy their learning and concentrate well. They are developing their knowledge, understanding and skills across all areas of learning.

The mathematics curriculum is demanding and well ordered. Units of work are precisely designed so that pupils learn the most important knowledge and then build on this step by step in future learning. These are planned with expertise and successfully enable pupils to learn more and remember more in their mixed-age classes. Teachers are confident in their subject knowledge. They are ably supported by the mathematics lead. They use accurate assessments to identify what pupils need to do next. Pupils have plenty of time to consolidate and deepen what they have learned through regular practice.

The leadership of special educational needs is strong. Leaders and teachers make sure that the needs of pupils with special educational needs and/or disabilities (SEND) are met. Well-targeted support enables pupils with SEND to know, remember and do more. Teachers use information from their well-chosen assessments to ensure that these pupils achieve well over time.

Leaders have strong systems in place to manage pupils' behaviour. Staff follow these precisely. As a result, pupils behave well and are highly attentive in lessons.

Extra-curricular activities are well planned to develop pupils' wider experiences. Leaders ensure that all pupils, including those who are potentially disadvantaged, have opportunities to take part in an extensive range of activities throughout their time in school. The school's intent in this area is ambitious. For example, there is a comprehensive set of experiences that it is anticipated every child will encounter during their time in school.

The headteacher pays attention to staff's workload. He manages this carefully. Staff are overwhelmingly positive about the school. They enjoy working here. Staff feel valued and say that leaders are considerate of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders act decisively when dealing with any concerns. They know when to seek help and guidance from other professionals. This ensures that pupils and their families receive timely and appropriate support. Staff's recruitment is well organised, and all necessary recruitment checks are carried out. Leaders know their pupils well. Staff are alert to the potential signs of abuse. They act swiftly to ensure that any

concerns are passed on quickly. Pupils have trusted adults to whom they can go with any worries or concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff are new to leaders' chosen approach for the teaching of phonics in school. There is still some inconsistency in the way that pupils are supported. Leaders should ensure that all staff who teach early reading have regular opportunities to update and refresh their knowledge. This will enable all pupils to be supported with the same rigour.
- Leaders should build on the success of their recent, revised curriculum introduction by ensuring that all subject leaders have the skills and the opportunity to monitor effectively. This will enable them to check on how effectively staff are designing lessons that precisely match their learning intentions and to provide staff with additional guidance where appropriate.

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

Unique reference number	121401
Local authority	North Yorkshire
Inspection number	10212279
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair of governing body	Stuart Mallender
Headteacher	Nicholas Coates (Executive Headteacher)
Website	www.darleyandsummerbridge.co.uk
Date of previous inspection	26 and 27 June 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of a federation with Darley Community Primary School. The headteacher is the executive headteacher of both schools, sharing his time equally across the two sites. There is a single governing body that has oversight of both schools.
- The school is smaller than the average-size primary school.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors carried out deep dives in the following subjects: reading, mathematics, history and religious education. Inspectors met with subject leaders, visited lessons, talked to pupils and teachers and looked at pupils' work. In reading, an inspector also listened to pupils read to familiar adults.

- The inspectors met with the headteacher, subject leaders, teachers, members of the local governing body and a representative of North Yorkshire local authority.
- The lead inspector reviewed safeguarding records, including the single central record of recruitment checks on staff.
- The inspectors considered the views of parents who responded to the parent questionnaire, Ofsted Parent View.
- The inspectors considered the views of staff from one-to-one conversations and took account of the responses to Ofsted’s staff survey.
- The inspectors spoke with pupils formally and informally about their day-to-day experiences at the school.

Inspection team

Marcus Newby, lead inspector

Her Majesty’s Inspector

Adrian Fearn

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022