

Inspection of Summerfields Primary Academy

Haigh Croft, Summer Lane, Royston, Barnsley, South Yorkshire S71 4SF

Inspection dates: 25 and 26 October 2023

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

The headteacher of this school is Lisa Tabbner. This school is part of Pioneer Academies Community Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Harry Wood, and overseen by a board of trustees, chaired by James Kilner.

What is it like to attend this school?

Pupils are proud to attend Summerfields Primary Academy. They feel happy and safe and enjoy their learning. The key values of enjoyment, growth, resilience and respect are at the heart of every aspect of school life. Staff celebrate pupils for demonstrating these values. Pupils recognise that they play an equally important role as adults in promoting these values.

Relationships are a strength of the school. There is a real sense that everybody who is part of the school's community matters. The 'Summerfield Speakers' pupils' group welcomes visitors to the school. These pupils proudly share information about their school and answer questions knowledgeably. Parents and carers appreciate the warmth, understanding and compassion of leaders. They recognise that staff go the extra mile for their children.

Leaders and staff have high academic expectations for every child. Most pupils work hard and behave well in lessons and at breaktimes. Pupils learn to address friendship issues with one another. Bullying is rare. Pupils are confident that adults will sort out any problems quickly and effectively.

Pupils value the wider opportunities on offer at Summerfields Primary Academy. There is a range of lunchtime and after-school clubs to choose from, including arts club and Lego club. Pupils enjoy special events, such as Harvest Festival, and look forward to school visits to local country parks. Pupils who attend football club are proud of their success in a recent tournament. Pupils are eager to apply for roles of responsibility in school. One child explained, 'I just want to give back to the school that does so much for me.'

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

The school has designed the curriculum to excite and inspire pupils through its use of 'Explore Questions' and overarching themes. The curriculum matches the scope and expectations of the national curriculum. Leaders have identified the important knowledge that all pupils should learn in English, mathematics and science. Staff make sure that pupils learn this knowledge in small steps and in a sequence that helps to build their understanding. Pupils' outcomes are improving in these subjects as a result.

In other subject areas, the school has not developed the curriculum as fully. In some subjects, such as geography, teachers do not know precisely what knowledge they need to teach and when. As a result, in some lessons, the purpose of learning is unclear. The choice of learning activities is not always as effective as it could be.

The school provides effective support for pupils with special educational needs and/or disabilities (SEND). These pupils learn the same curriculum as their peers. Adaptations, such as coloured overlays and sensory breaks, support pupils with

SEND to gain confidence and be successful. Leaders are reviewing the rigour around the additional interventions that are provided for these pupils.

In early years, the school has constructed the curriculum carefully to engage children and ensure that they learn effectively from the start. Adults skilfully support children's communication skills. They model correct language, extend vocabulary and encourage children to talk in full sentences. Children thoroughly enjoy their learning, both indoors and out. They demonstrate problem-solving and cooperation skills as they play together. Parents value their close partnership with the early years team.

Reading is of high priority at this school. Leaders work hard to foster pupils' love of reading. Book choices are well considered. Adults read to pupils regularly. Pupils enjoy this time. Reading challenges like 'reading air miles' motivate pupils to practise their reading at home. The school uses a systematic programme to teach phonics. However, the delivery of this programme sometimes lacks rigour and focus. As a result, some pupils do not learn to read fluently quickly enough.

The school prioritises good attendance. Leaders talk with parents regularly to understand the reasons for absence. An education welfare officer provides additional support where needed. Despite this, some pupils are still held back by high rates of absence. They miss crucial learning time in school.

The school provides a range of opportunities to support pupils' personal development. Staff teach pupils how to stay safe in school, in the local community and online. Older pupils demonstrate a strong understanding about body changes when growing up. In addition, they have a mature understanding of healthy and unhealthy relationships. Pupils learn about different communities, cultures and faiths. They are very respectful of others' individual differences. However, pupils do not have a deep understanding of the fundamental British values.

The multi-academy trust and the local governing body support and challenge staff well. Trustees and governors have a full understanding of the school's strengths and areas that require further development. They ensure that improvements are made in line with the school's improvement plans. Trustees and governors assure themselves that the school's evaluations of progress are accurate. Those responsible for leadership are fiercely proud of the improvements that have been achieved over recent years.

Most parents are overwhelmingly supportive of the school. They appreciate its inclusive, nurturing ethos and are grateful for the commitment shown by leaders and staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of early reading lacks rigour and focus. As a result, pupils are not learning the phonics knowledge they need as quickly and securely as they should. The school should ensure that adults receive the further training they need to deliver the phonics programme with consistency and expertise.
- The school has not identified the key knowledge that pupils need to learn in all subject areas. As a result, some lessons lack precision and learning activity choices are not matched well to the intended learning. The school should ensure that the content of the curriculum is equally as effective as the successful model it has created in English, mathematics and science.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139085
Local authority	Barnsley
Inspection number	10290223
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	Board of trustees
Chair of trust	James Kilner
Headteacher	Lisa Tabbner
Website	www.summerfieldsacademy.co.uk
Dates of previous inspection	29 and 30 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Pioneer Academies Community Trust.
- Leaders do not currently use any alternative provision.
- There is an on-site breakfast club managed by the school.

Information about this inspection

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

Inspections are a point-in-time judgment about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, curriculum leaders and other staff. They reviewed a range of documentation.

- Inspectors met with the CEO of the trust, the chair of the trust board and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's staff survey and to Ofsted's online questionnaire for parents, Ofsted Parent View, including any free-text responses. Inspectors talked to pupils to gather their views on school life. They also talked to parents during the inspection.
- Inspectors observed pupils' behaviour in lessons and around the school. Inspectors reviewed behaviour policies and practices. Inspectors also met with pupils to discuss their understanding of behaviour, bullying and how to keep themselves safe.

Inspection team

Tracy Turner, lead inspector

Ofsted Inspector

Sarah Gordon

His Majesty's Inspector

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