

Summercourt Academy

School Road, Summercourt, Newquay, TR8 5EA

Inspection dates 2–3 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The executive principal, headteacher and governors are ambitious for the academy and its role in leading the development of other academies in the trust's group of small schools. To this end, they pursue excellence in all aspects of the academy's work.
- To sustain improvements, the senior leaders have developed successfully the skills of middle leaders in monitoring, evaluating and extending the quality of teaching, learning and pupils' personal development. As a result, all staff are highly motivated and have high expectations of what the pupils can achieve.
- The extremely positive relationships at all levels in the academy contribute to pupils' impeccable behaviour and their love of learning. The academy's arrangements for keeping pupils safe are exemplary.
- An exceptionally well planned and inspiring learning environment ensures that children in the early years make rapid progress from their starting points.
- Pupils, including the most able, disadvantaged pupils and those who are disabled or who have special educational needs, continue to make strong progress across subjects throughout the academy.
- The teaching of phonics (the sounds letters make) in Key Stage 1 and of grammar, punctuation and spelling throughout the school are particularly effective and equip pupils very well for the next stage in their education.
- By the end of Key Stage 2, a high proportion of current pupils are achieving the top levels in mathematics and writing. Fewer pupils are achieving the top levels in reading, although the proportion is still high compared to pupils nationally. This is because pupils are not using their targets to deepen their understanding of more challenging texts.

Information about this inspection

- The inspector observed nine lessons taught by six teachers, and several lessons in phonics (the sounds that letters make) taught by teachers and teaching assistants. All of the lessons were observed jointly with the headteacher. In addition, the inspector examined pupils' work and listened to a few pupils reading.
- The inspector held meetings with a group of pupils, teachers, senior and middle leaders, the headteacher and executive principal, and members of the governing body. She also met informally with some parents.
- The inspector observed the academy's work. She examined a range of documents, including those relating to school improvement planning and the safeguarding of pupils, and information on the monitoring and evaluation of pupils' progress, attendance and behaviour.
- The inspector took account of 56 responses to Ofsted's online Parent View survey and 19 questionnaires completed by members of staff.

Inspection team

Sue Frater, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Summercourt Academy converted to become an academy school on 1 November 2013. When its predecessor school, Summercourt Community Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The academy is part of the Aspire Academy Trust. The trust currently consists of 12 primary schools, all of which are in Cornwall.
- Summercourt Academy is one of four small schools within the trust that work together as a group. The group of small schools has an executive principal who supports the headteachers and heads of school of each of the four schools.
- The executive principal covered for the headteacher's maternity leave in the autumn and spring terms of the current academic year.
- The academy does not use any alternative provision for pupils' education.
- Children in the early years are taught full-time in the Reception class.
- The proportion of disadvantaged pupils eligible for support from the pupil premium is below average. The pupil premium is additional government funding provided for the pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is below average and very few of these pupils speak English as an additional language.
- The proportion of pupils who are disabled or who have special educational needs is above average.
- The academy meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of pupils achieving the highest standards in reading by the end of Key Stage 2, by:
 - ensuring pupils make better use of their targets to improve their learning
 - engendering a thirst for reading.

Inspection judgements

The leadership and management are outstanding

- The executive principal's and headteacher's vision of achieving the highest standards in all aspects of the academy's work is shared by all staff and governors. The headteacher provides clear direction for the staff through the school development and improving pupils' progress plan and the non-negotiable expectations of classroom practice.
- The development plan is based on senior and middle leaders' thorough and accurate monitoring and evaluation of the quality of teaching, learning and pupils' personal development. This includes analysing information on pupils' progress, lesson observations, scrutiny of pupils' books and discussions with pupils.
- Leadership roles and responsibilities are clear. Middle leaders focus rightly on developing subjects or aspects. Their subject reviews inform relevant actions to take for further improvement.
- The impact of the English plan is seen in the rapid improvement in pupils' writing throughout the school and in the highly effective teaching of phonics.
- The executive principal has ensured that the trust's effective policies and procedures are well established for all aspects of the academy's work. For example, pupils' progress is checked in detail by year group, pupil group and subject.
- Procedures for managing the performance of teaching and support staff appropriately ensure that improving pupils' progress is the top priority. Governors understand that any pay awards are based on the progress pupils make.
- The trust provides good opportunities for staff training, including working alongside teachers and teaching assistants in other academies. As a result, teaching throughout the school is at least consistently good, and much is outstanding.
- The subjects that pupils learn are planned in a way that interests them and enables them to apply and develop their skills in reading, writing, speaking and mathematics exceptionally well. Through many practical activities and visits, such as using computers, swimming and visits from artists, pupils see the relevance of their learning to the world outside of school. This sense of purpose, together with the feeling of success that comes from their progress, helps to promote pupils' love of learning.
- The wide range of subjects covered in the curriculum, including French and religious education, contributes very well to the pupils' academic achievement, physical well-being and to their spiritual, moral, social and cultural development. For example, pupils in the Years 5 and 6 class learn about democracy, the Magna Carta and fair-trade. The school has attained a quality mark for its good work in history. In addition, it has a very well thought out programme for promoting British values such as the rule of law and understanding different faiths and beliefs.
- The curriculum is enhanced by an extensive range of clubs covering, for instance, sport, the arts and gardening. In addition, the school works well with a local secondary school and other primary schools on a project run by the Royal Shakespeare Company.
- Senior leaders have made very effective use of the sport funding provided by the government to train one of the teaching assistants, who has relevant expertise, as a physical education coach. The coach plans the use of the funding exceptionally well to extend the pupils' access to wider sporting opportunities. Rigorous monitoring and evaluation of the spending show that it has been used successfully to increase the number of pupils taking part in extra-curricular sport. In addition, swimming lessons have been extended to include all pupils in Key Stages 1 and 2.
- Senior leaders also ensure that the pupil premium is used very effectively to provide additional support in English and mathematics lessons for disadvantaged pupils. As a result, by the end of Key Stage 2 in 2014, disadvantaged pupils' attainment was broadly in line with other pupils nationally and in the school.
- The school's highly successful strategies for engaging with parents to support pupils' learning begin with home visits by the early years staff before the children start school. In addition, a pastoral support assistant helps families to access support from external agencies and follows up any absences from school, including making home visits when necessary. The parents the inspector met praised the work of the school. They raised a few minor points about communication, which the headteacher is addressing promptly. Responses to Ofsted's Parent View survey are highly positive and most parents would recommend the school to another parent.
- The early years teachers visit local nursery schools to help them to make sure that the children are well prepared to start school. Senior leaders meet relevant secondary school staff to discuss pupils with additional needs before the pupils start their secondary schooling.
- Senior and phase leaders have ensured that early years provision is highly effective.
- The school's arrangements for safeguarding pupils meet statutory requirements. Senior leaders ensure

that all teaching and support staff are trained to identify any child at risk of harm. They respond appropriately to any concerns through working very promptly and effectively with relevant agencies. All checks on the suitability of staff to work with children are very well organised. The staff demonstrate high levels of respect and courtesy for pupils and others. This leads to pupils also showing respect for other pupils, staff and visitors.

- Senior leaders make very effective use of the training and support provided or funded by the trust. For example, the trust funded Ofsted training that supported a senior leader in carrying out accurate evaluation of the quality of teaching and learning, and funded training by a consultant for the middle leaders which has enabled them to review their subjects thoroughly and accurately. The early years team provides training for early years teachers in other schools within the trust. The headteacher supports other schools in developing safeguarding procedures.
- **The governance of the school:**
 - knows the school’s strengths and areas for improvement very well through evaluation of the school development plan, considering information on pupils’ progress and the quality of teaching, visiting the school and discussions with pupils
 - holds senior leaders to account rigorously for all aspects of the school’s performance, which has resulted in more pupils achieving the highest levels in writing
 - manages the headteacher’s performance and knows what is done to reward good teaching and to tackle underperformance in the school
 - ensures financial stability which leads to the excellent deployment of staff and resources in this small school
 - ensures the effective and efficient management of financial resources, such as the primary sport and pupil premiums
 - checks that all statutory requirements, including safeguarding, are met
 - attends training, for example in safeguarding children and safer recruitment procedures.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Throughout the school, pupils are eager to learn, totally engaged in their work and enjoy applying and extending their skills when working on their own or with others.
- Pupils display exceptionally positive attitudes to learning, consistently, in all lessons and this has a very strong impact on their progress. Incidents of low-level disruption in lessons are extremely rare.
- Pupils behave impeccably around the school, for example in the imaginatively designed outside areas or during wet playtimes, as there are always plenty of activities for them. Pupils take great pride in the presentation of their work and in their school, as shown by their excellent conduct, manners and punctuality.

Safety

- The school’s work to keep pupils safe and secure is outstanding. Parents, staff and pupils are unreservedly positive about both behaviour and safety.
- Through the curriculum, pupils learn about different forms of bullying, including cyber bullying, and know how to help prevent it from happening. The school’s records show that there are no recent incidents of bullying or derogatory language as staff dealt with previous cases highly effectively.
- Pupils’ excellent conduct and behaviour make a strong contribution to the exceptionally positive climate for learning. There are substantial improvements in behaviour over time for individual pupils with specific behavioural needs.
- Pupils say they definitely feel safe in school. They understand very clearly how to keep themselves and others safe in different situations, including in relation to e-safety.

The quality of teaching is outstanding

- Much teaching over time in all key stages and subjects is outstanding and never less than consistently good. As a result, almost all pupils currently in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that is leading to outstanding achievement.
- Teachers have high expectations of what the pupils can achieve. They make very good use of assessment

to plan lessons that challenge all groups to make rapid progress from their different starting points. They make effective use of other adults to provide suitable intervention and support for pupils who need additional help.

- Teachers plan activities that interest and engage the pupils, and use an extensive range of resources to motivate them.
- The teaching of reading, writing, communication and mathematics is planned exceptionally well throughout the school, enabling pupils to apply their skills in their learning across all subjects.
- Phonics teaching for pupils in the early years and Key Stage 1 is particularly effective. Pupils work in small groups, according to their starting points, with teachers or teaching assistants each day. A wide range of resources and activities is used to engage pupils and help them to see the relevance of their learning. Consequently, results in the Year 1 phonic check are above the national average. From the early years and throughout the school, teachers develop pupils' use of grammar, punctuation and spelling well. This is enabling a high proportion of current pupils to reach the highest levels in writing by the end of Key Stage 2.
- In the most effective lessons, teachers constantly check pupils' understanding and re-shape the lesson to address any misconceptions or to move any of the pupils on in their learning if they have understood more quickly than anticipated. Teachers are secure in their subject knowledge and ask questions that extend pupils' thinking and their responses.
- The high quality of teachers' marking and feedback makes a significant contribution to pupils' outstanding progress. However, the wording of the targets in pupils' target books is not easy to understand and so pupils do not make good use of them to improve their learning.
- Most teachers make effective use of homework to extend the lessons. A few parents did not agree that their child receives regular homework. Senior and middle leaders have identified the need to communicate the school's approach to homework more clearly to the parents. Most parents agree that their child is taught well at the school.

The achievement of pupils

is outstanding

- A well planned and resourced curriculum, together with teaching which meets the needs of individuals and groups of pupils, ensures that pupils make substantial and sustained progress throughout the mixed-age classes across many subjects, including English and mathematics.
- Senior and middle leaders have ensured that the most able pupils are challenged to reach the highest levels in writing. As a result, from each different starting point, the proportions of current pupils making expected progress and the proportions exceeding expected progress in reading, writing and mathematics are high compared with national figures. The proportions of disadvantaged pupils making or exceeding expected progress are rapidly approaching those of other pupils nationally and in the school.
- The attainment and progress of disadvantaged pupils are rapidly approaching those of other pupils nationally and in the school. In 2014, disadvantaged pupils attained in line with other pupils nationally and in the school for reading and writing, and were about half a term behind in mathematics. The school's data for current disadvantaged pupils indicate further improvement.
- Pupils read widely and often across all subjects to a high standard, although more of the current pupils in Year 6 are reaching the higher Level 6 in writing and mathematics than in reading. This is because they are not using their targets to help them to deepen their understanding of more challenging texts. The school library does not have enough books at an appropriately higher reading level to motivate pupils and engender a thirst for reading.
- A particular strength in pupils' writing is their increasingly effective use of vocabulary and sentences, and their skills in spelling, using punctuation and joining their handwriting. Pupils write at length. They learn to edit their writing very well and this leads to rapid improvements.
- From the early years and throughout the school, pupils develop skills in literacy, speaking, numeracy, problem solving and computing. These skills, together with their positive attitudes, help them to learn exceptionally well in a wide range of different subjects. Pupils' skills and attributes prepare pupils extremely well for the next stage in their education.
- The learning of different groups of pupils is consistently good, and mostly outstanding. This is due to the very effective support and challenge which are provided within the lessons for individuals, including disabled pupils, those with special educational needs, disadvantaged pupils, the few who speak English as an additional language and the most able pupils.
- The standards of attainment of almost all groups of pupils are at least in line with national averages, with many pupils attaining above this. The school's unvalidated results for pupils currently in Year 6 indicate

that attainment is high for almost all groups of pupils.

The early years provision

is outstanding

- Children in the Reception class make consistently high rates of progress in relation to their varied starting points, and they are extremely well prepared academically, socially and emotionally to enter Key Stage 1.
- Outcomes in the early years have been above those typically expected for this age group over a sustained period of time. Outcomes continue to rise for all groups of children, including the disabled, those with special educational needs, those for whom the school receives additional funding and the most able.
- Teachers and teaching assistants are highly skilled in assessing the children's progress during activities and moving children quickly on to the next steps. Where there are gaps in the learning of any group of children, including those for whom the school receives additional funding, the staff are adept at helping them to catch up with all children nationally.
- Highly stimulating classroom and outdoor environments and exceptional organisation of all areas of learning provide rich, varied and imaginative experiences that meet the needs of all children exceedingly well. For example, children confidently apply their newly-acquired skills in using 'money' to buy flowers in the indoor florist role play area or outdoor 'garden centre'. They describe verbally, and in writing, exotic fruits and use them to make fruit kebabs or muffins. They competently use hand-held tablets to research recipes for 'grandpa's party' food.
- The quality of teaching over time is outstanding and highly responsive to children's needs. For example, children in the outdoor 'mudpie kitchen' noticed raindrops falling from a gutter. They estimated how many buckets the drips would fill in 10 minutes, then set up a run of guttering to see if the bucket would fill up more quickly if the guttering was sloping. The adult's strong subject knowledge and skilful questioning extended the thinking and learning of all the children involved in this activity which the children initiated.
- Assessments of pupils' progress, including high quality observations, are accurate, rigorous and shared with parents through an online system. They are used extremely well to ensure all children cover all areas of learning in highly challenging activities.
- The children are highly motivated and very eager to join in. Most of them consistently demonstrate the features of effective learning with high levels of curiosity, imagination and concentration. All the children listen intently and respond exceptionally well to the adults and to each other. They do not distract others or become distracted themselves.
- All the children are developing a very good understanding of how to keep themselves safe and manage risks as they explore the indoor and outdoor environment. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- All the staff implement consistently robust policies, procedures and practice to enhance the children's health, safety and well-being.
- Highly successful strategies, such as home visits and parent and child learning together sessions, and sharing work and assessments with parents regularly, engage all parents in their children's learning in school and at home.
- The pursuit of excellence by the early years leader is demonstrated in her development plan and the continuing rise in outcomes for all children. She ensures that not only her team but also early years teachers and teaching assistants across the trust are trained well.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	140318
Local authority	Cornwall
Inspection number	450369

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	Mary Abbott
Headteacher	Sally Olford
Date of previous school inspection	Not previously inspected
Telephone number	01726860551
Fax number	01726860551
Email address	lin.howard@summercourttacademy.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

