

Inspection of Summerfield Primary School

Intake Lane, Rodley, Leeds, West Yorkshire LS13 1DQ

Inspection dates: 10 and 11 June 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Summerfield Primary School is a warm and welcoming community. Pupils feel safe. They are surrounded by care. Pupils are polite and respectful to visitors and each other. They are kind and welcoming to new pupils who join the school. This nurturing environment ensures pupils build positive relationships with their peers and staff.

The school has high expectations of what pupils should achieve. Pupils quickly access support to engage in learning. For most pupils, this ensures they progress well through the curriculum. Reading is prioritised. Pupils, right from the early years, are proud to read to adults. They read at home. They enjoy sharing the range of books on offer and discuss their favourite authors.

Pupils follow well-established routines. Outside, pupils of all ages play well together. Lessons are calm. Pupils listen carefully, follow instructions and try their best. Pupils, including the youngest children, show resilience in their learning.

The curriculum is enriched with educational visits to the local area and beyond. Pupils talk positively about visitors, including the fire brigade and paramedics. Pupils have a secure understanding of the fundamental British Values. They talk positively about equality and recognise difference. Pupils are proud of the leadership roles they hold including school councillors and attendance monitors. There are a range of clubs for pupils to attend.

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

The curriculum has been carefully designed to develop pupils' knowledge over time. Key knowledge has been identified from Nursery to Year 6. Pupils recap on previous learning. They make relevant connections to other areas of the curriculum. Pupils have opportunities to write across different areas of the curriculum. However, pupils are not given sufficient opportunities to practise and secure accurate letter formation. They write longer pieces before they know how to form letters correctly.

The school has put clear actions in place to improve the teaching of mathematics. There are increased opportunities for pupils to recall prior learning and develop fluency. Staff regularly check pupils' knowledge to identify gaps in learning. Misconceptions are quickly addressed. Pupils recall key knowledge well. Effective questioning helps learning to be deepened. Staff are provided with the guidance and support to ensure that there is a consistent approach to teaching mathematics. However, the quality of teaching in mathematics and writing is not reflected in outcomes at the end of key stage 2. Older pupils have had less time to benefit from the improvements made to the curriculum.

Phonics is taught consistently. Reading books increase in complexity as pupils become more confident readers. Well-trained staff support reading using familiar routines. Pupils who need it are given targeted support quickly. High-quality teaching ensures that older pupils develop fluency and understanding. However, teaching is less effective in enabling some pupils to apply their phonic knowledge in writing.

The needs of pupils with special educational needs and/or disabilities are quickly identified. Adaptations are carefully selected so that pupils access an ambitious curriculum. Pupils who attend 'the hive' are calm, settled and engage well in learning. There is a strong focus on developing pupils' social skills.

Children in the early years develop curiosity and cooperate well together. They access learning independently and remain on task, showing sustained concentration. Staff help children to develop good habits. For example, children are encouraged to tidy areas before they move on. Children access mathematical challenges with opportunities to apply their knowledge. Children have key roles such as fruit and register monitors. The learning environment has been carefully considered to create a calm and purposeful atmosphere.

Expectations for behaviour are clearly established. Routines are well embedded, starting in the early years. Praise is given consistently. Pupils appreciate the rewards on offer, including merit certificates and star of the week. They understand the consequences when behaviour is not as expected.

The school has worked tirelessly to implement robust strategies to monitor attendance. This has led to significant improvement in overall attendance figures and for individual families. The school continues to work with families to help them to understand the importance of regular attendance, although term-time holidays continue to have a negative impact on attendance.

Themed events enhance the personal development curriculum, for example 'Black History Month' and 'Internet Safety Day'. The school has developed an enterprise and aspirations theme, providing pupils with the opportunity to make money and develop their knowledge of budgeting. Pupils demonstrate understanding of healthy and unhealthy relationships. They make links to friendships and how they deal with issues.

The school has continued to drive improvements to the curriculum. Professional development opportunities have a positive impact on staff confidence. Governors have effective oversight of the school. The roles they hold link carefully to the school's priorities for further development. Staff are proud to work here. They value the consideration given to their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At key stage 2, the changes made to the curriculum in writing and mathematics need more time to embed. This means that some pupils have gaps in their learning as they are not able to apply the knowledge they have learned as well as they should. The

school should build on the strong foundations developed in the early years and key stage 1 to ensure that pupils in key stage 2 better develop and apply their knowledge in these areas over time.

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	107967
Local authority	Leeds
Inspection number	10346215
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair of governing body	Kath Halliday
Headteacher	Fiona Kirkwood
Website	www.summerfieldprimary.co.uk
Dates of previous inspection	6 and 7 December 2023, under section 8 of the Education Act 2005

Information about this school

- There is a breakfast- and after- school club run by the school on site.
- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, deputy headteacher and the special educational needs coordinator.
- Inspectors met with members of the local governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors heard pupils read to a familiar adult.
- Inspectors met with the early years leader and visited the early years provision.
- Inspectors observed pupils' behaviour in lessons, around the school, at playtime and at lunchtime. Inspectors spoke with pupils about their views of the school, their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the 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 the responses to Ofsted Parent View, including the free text comments. Inspectors also talked to parents in the school playground.
- Inspectors met with staff to gather their views of the school. They also considered the responses to the Ofsted survey for staff.

Inspection team

Nicola Beaumont, lead inspector

His Majesty's Inspector

Lindsay Lomas

Ofsted Inspector

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