

# New Summerseat House

## Inspection report

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<b>Unique Reference Number</b>	131506
<b>Local Authority</b>	Bury
<b>Inspection number</b>	360281
<b>Inspection dates</b>	25–26 January 2011
<b>Reporting inspector</b>	Keith Massett

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

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–15
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	35
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Wilfred Davison
<b>Headteacher</b>	Mrs Lorain Nixon
<b>Date of previous school inspection</b>	19 March 2008
<b>School address</b>	Summerseat Lane Ramsbottom, Bury Lancashire BL0 9UD
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed teaching and learning in seven lessons, the quiet room and observed seven teachers. They held meetings with the chair of the management committee, the head of the Pupil Learning Centre, the School Improvement Partner, staff, students and one parent. They observed the unit's work, and looked at a range of documentation, including the assessment records, management committee minutes, development plans and those relating to safeguarding. Staff and students completed questionnaires and 11 parent and carer questionnaires were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact on overall attainment and other outcomes of those students with poor attendance.
- The current progress made by individuals and groups.
- The extent to which the curriculum and teaching meets students' needs, especially the girls.
- How well leadership has driven improvement since the previous inspection and the capacity to improve.

## Information about the school

New Summerseat House is one of four units that form Bury's Pupil Learning Centre (PLC) and provides education for students who are referred as a result of their behavioural, emotional and social difficulties. It caters for students from Year 7 to Year 10. Park House, a smaller site, accommodates Year 10 students. Almost all come from White British backgrounds and those from minority ethnic groups represent a small part of the unit's population. All students have special educational needs and/or disabilities and there is an increasing proportion of students with a statement of special educational needs. The majority of students are boys. The proportion known to be eligible for free school meals is above average. A small minority of students is looked after by the local authority. The management committee has responsibility for the four units within the PLC. The unit has gained Healthy School status.

Since the previous inspection there has been considerable change to the leadership structure with the PLC Teaching and Learning Manager taking overall responsibility. Other senior leaders have increased responsibility for the day-to-day management of the unit. There is increased short-stay provision for permanently excluded students.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

New Summerseat House is a satisfactory and rapidly-improving pupil referral unit. Many students initially display little interest in their education when starting at the unit. However, good teaching, a curriculum that is well matched to students' needs and good care, guidance and support enable the majority of students, who previously had significant barriers to their learning and who were falling behind, to engage more positively. Attainment is low but improving strongly. Progress is satisfactory overall but is improving securely and quickly due to the overall good quality of provision. As a result, an increasing number of students is now making good progress and their attendance is improving rapidly. However, a very small minority of students is difficult to re-engage, their attendance is poor and, consequently, their academic progress is much more limited. Overall, students make good progress in their personal development, particularly in improving their behaviour and attitudes to learning. As a result their social, moral, spiritual and cultural development is good.

Leaders and managers are effective and the unit provides a safe and nurturing environment where there are clear and consistently high expectations of how students should behave. Staff develop positive relationships with students very quickly and are skilled at working together to meet their often complex needs. In some lessons, although students have good opportunities to take responsibility for their behaviour, there are fewer opportunities for them to take responsibility for their learning and to develop greater independence. Students understand their learning and behavioural targets and know what they need to do to achieve them.

The unit's engagement with parents and carers is good overall. Parents and carers are mostly supportive and appreciate the work that the unit does to help their children. However, the unit leaders acknowledge that there is still work to do to obtain the better co-operation of a small minority of parents and carers in encouraging their children to attend more frequently. Those responsible for leading and managing the unit have been successful in creating a cohesive and inclusive unit.

The unit has significantly improved facilities with the move to a new second site at Park House. Self-evaluation is accurate. Improvements made to teaching and to the quality of care, guidance and support, the successful integration of provision for short-stay, permanently excluded students, together with rapidly improving progress and rising attainment, demonstrate the unit has good capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve students' progress further to be consistently good in order to raise attainment by:
  - ensuring that records of the students' prior attainment are available and used effectively to support teaching and target-setting, and to facilitate the more accurate tracking of students' progress
  - enabling more opportunities for students to take responsibility for their own learning
  - providing appropriate challenges for more-able students in all lessons.
- Improve the attendance of the very small minority of students who fail to attend regularly by:
  - further impressing on students the relationship between regular attendance and achievement
  - working in closer partnership with the parents and/or carers of those students who are frequently absent
  - raising aspirations for high attendance when setting attendance targets.

## Outcomes for individuals and groups of pupils

**3**

Students join the unit with skills, knowledge and understanding levels that are usually lower than is typical for their ages. During their time at the unit students make satisfactory progress overall, with some making good progress. Attainment by the end of Year 10 last year remained low but students' progress, which was satisfactory overall, accelerated quickly. Consequently, by the time they move on to the next stage of their education many have begun to catch up some of the lost ground. Inspectors saw students who were highly engaged and interested when learning involved practical activities. Students thoroughly enjoyed these lessons and achieved well. The progress of students with a statement of special educational needs is similar to other students in the unit. There is no significant difference in the performance of boys and girls.

Students say that they feel safe and that they can talk to the adults if they have a problem. Behaviour in lessons and around the unit is satisfactory and improves quickly because staff are skilled at defusing situations before difficulties arise. As a result, short-term exclusions have reduced and there have been no permanent exclusions. Healthy lifestyles are well-promoted and students are aware of their benefits but also of associated risks of unhealthy activities. However, students do not always choose the healthy options. Attendance for the large majority is broadly average and this represents a significant improvement for most students when compared with time spent at their previous schools. Students generally arrive on time and this is a credit to those who have a long journey: 'I have to get up at six and get three buses to get here.' Although students make a reasonable contribution to the unit, they are less involved with the wider community. Good social and moral standards are promoted and adults provide good role models for the students in lessons. Students increasingly share their own values as well as accept and tolerate different opinions and beliefs. The strides that students make academically, in

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their personal skills and in their commitment, demonstrate a satisfactory preparation for their future overall.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

The quality of teaching is good overall and teachers know students well. Good relationships help to develop students' confidence and self-esteem. Instances of inappropriate behaviour are dealt with calmly and sensitively so that learning is not interrupted. There are productive partnerships between teachers and other adults in the classroom, who tailor their approach to cater for the differing needs of students. The use of assessment to support learning is good overall. Teachers are usually skilled at pitching work at the right level. However, this is hampered when no data is available about students' prior attainment and contributes to pupils' progress being satisfactory overall rather than good. Also in some lessons, students are not given enough opportunity to develop independence and the learning activities do not always challenge more-able students. Most lessons are planned to meet the needs and interests of individual students and a good range of interesting and well-resourced activities help to engage students. Consequently, in many cases, barriers to learning are removed and the pace of learning accelerates rapidly.

The curriculum meets students' needs well. As far as possible, it is matched to that in mainstream schools. Additional support is provided to develop specific skills, such as

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reading. This prepares students well for re-integration into mainstream education or the next stages in learning. There is a strong focus on meeting the individual needs of students and developing their personal skills. The needs of boys and girls needs are met equally well. There are appropriate enrichment opportunities, such as anti-bullying and poetry week, as well as artists in residence and many opportunities for practical learning. The short-stay provision for students awaiting assessment operates a continuous day with an appropriately strong emphasis on developing social skills and behaviour management. Provision for Year 10 students at Park House is enriched by further practical learning opportunities each afternoon. Good links support a smooth transition to Year 11 and help reduce the negative impact of the change part way through accredited courses.

Care, guidance and support are good and this enables students to overcome barriers to learning. Staff know the students well and willingly give their time to support their needs. Students are positive about the level of care and support that they receive. They say they trust the staff to help them. Staff are well-trained and the recent allocation of a key worker for each student has provided greater consistency in the support offered to students and parents and carers. Induction arrangements for students entering the unit are good and links with the other PLC units ensure good transition when students leave. Students, whose circumstances have made them vulnerable, including those who are looked after, are given very effective care and support, resulting in mostly positive outcomes. However, there is still work to be done to make students more aware of the relationships between good attendance and how well they achieve. Mainstream schools speak highly of the quality and effectiveness of the unit's work.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

Senior leaders ensure that the clear and appropriate expectations of what the unit should achieve are shared by all staff. Working in partnership with the other pupil referral units and the School Improvement Partner has ensured greater collaboration and consistency across the PLC. This is enhanced by the management committee who provide a good balance of challenge and support. Recently enforced changes to the leadership team's roles and responsibilities have not limited the effectiveness of leadership and management and the quality of the service offered by the unit continues to improve. The experience that the senior leadership team brings has ensured that they understand what is working well and what still needs to improve, and their self-evaluation is extremely accurate. Monitoring the work of the unit is frequent and systematic and the information gathered is used well to plan and prioritise improvements. This has underpinned the success the unit has had to improve students' progress and personal development effectively, especially

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through raising the quality of teaching and learning. However, the full range of data about students' prior attainment, the use of which might enhance their progress even further is not always available. In addition, when targets are set for attendance, aspirations are not always high enough.

The unit has established positive relationships with almost all parents and carers and there are effective systems for seeking their views and opinions. Good partnerships that exist with a range of agencies, including Fairbridge and the behaviour support team, promote learning and personal development very effectively. The unit has an inclusive ethos and works satisfactorily to ensure that it actively promotes equal opportunities for all. Safeguarding arrangements are good. There are rigorous and effective arrangements to ensure that students are safe and well cared for. Leaders have taken effective steps to create a cohesive and harmonious community within the unit. Success in promoting community cohesion beyond the school has been more limited. The unit provides satisfactory value for money and has good capacity to improve

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Views of parents and carers**

Inspectors' analysis of responses to questionnaires indicates that most parents and carers are happy with their children's experience at New Summerseat House and that appropriate steps are taken to ensure that their children are safe. Most parents and carers also agree that teaching is good. They are informed about their children's progress; the unit helps them to support their children's learning and that the unit deals effectively with unacceptable behaviour. Most also agreed that the unit is well-led, that the unit staff listens to their views and meets the needs of their children. A few disagreed that their children enjoy school and a small minority disagrees that their children make enough progress. Inspectors' discussions with students confirmed that a small number does not



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enjoy school. However, most students do enjoy their time at the unit. Increasing numbers of students are making better progress when compared to their previous school and achievement is improving.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Summerseat House to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 11 completed questionnaires by the end of the on-site inspection. In total, there are 35 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	27	3	27	3	27	2	18
The school keeps my child safe	3	27	7	64	0	0	1	9
My school informs me about my child's progress	8	73	2	18	0	0	1	9
My child is making enough progress at this school	6	55	3	27	1	9	1	9
The teaching is good at this school	6	55	4	36	0	0	1	9
The school helps me to support my child's learning	5	45	5	45	0	0	1	9
The school helps my child to have a healthy lifestyle	4	36	5	45	0	0	1	9
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	45	5	45	0	0	1	9
The school meets my child's particular needs	5	45	5	45	0	0	1	9
The school deals effectively with unacceptable behaviour	6	55	4	36	0	0	1	9
The school takes account of my suggestions and concerns	6	55	4	36	0	0	1	9
The school is led and managed effectively	6	55	4	36	0	0	1	9
Overall, I am happy with my child's experience at this school	5	45	5	45	0	0	1	9

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 January 2011

Dear Students

**Inspection of New Summerseat House, Bury, BL0 9UD**

On behalf of the inspection team, thank you for helping us when we came to inspect your school. I would like to give my particular thanks to those of you who gave up time to talk to inspectors and completed questionnaires.

We found that New Summerseat House provides you with a satisfactory and improving education. We found that you are taught well and this is helping more pupils to make good progress in lessons. Although many of you came to the unit because your behaviour was unacceptable in your previous schools, we found that at New Summerseat House your behaviour improves. When there are incidents of unacceptable behaviour, these are usually managed calmly.

We judged teaching and the care, guidance and support to be good. You receive good help from the staff, who know you well. You told us that most of you appreciate what the staff are doing for you and this helps you to feel safe.

Part of our job is to make suggestions about how New Summerseat House can improve. These are the important things we have asked the staff to do.

- Improve the attendance of the small number of students who fail to attend regularly.
- Further improve the progress you are making.

You can help by continuing to work hard and by making sure you attend regularly.

I wish you all the very best for the future.

Yours sincerely

Mr Keith Massett

Lead inspector

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