

# Summer Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	131459
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	381345
<b>Inspection dates</b>	04–05 October 2011
<b>Reporting inspector</b>	Roger Sadler

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	322
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Collins
<b>Headteacher</b>	Melvyn Lock
<b>Date of previous school inspection</b>	11 October 2006
<b>School address</b>	Summer Lane Barnsley S75 2BB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 10 lessons taught by 10 teachers. The team analysed samples of pupils' work, particularly in mathematics and writing, and held meetings with members of the governing body, staff, pupils, and parents and carers. They observed the school's work, including play times and assembly, and looked at records from the previous and current academic years. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The school's data in relation to pupils' attainment, progress and attendance were compared with national data. Inspectors analysed the 230 questionnaires returned by parents and carers, along with questionnaires returned by pupils and staff.

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

- The achievement of pupils and the extent to which attainment is improving.
- Whether assessment information is used effectively to promote learning.
- How effectively roles of monitoring and evaluation are shared and how well findings are used to support school improvement.

## Information about the school

Summer Lane is a larger than the average sized primary school in which the majority of pupils are from White British backgrounds. A few pupils are from minority ethnic heritages many of whom are learning English as an additional language. Although a below average proportion of pupils have special educational needs and/or disabilities, more pupils than is typical have a statement of special educational needs. A slightly above average proportion of pupils are known to be eligible for free school meals. Since the previous inspection the school has gained the Healthy School status.

Daily childcare is available before and after school each day and this independent provision is inspected separately.

**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**

**3**

## Main findings

This is a satisfactory school. Emphasis is placed on promoting pupils' personal development and on good quality care, guidance and support for pupils. Consequently, many aspects of pupils' personal development are good. For example, pupils behave well, and older pupils in particular readily accept responsibilities for contributing to the school and wider community. Pupils enjoy school, feel safe in school and act with regard for the safety of others. Many parents and carers regard the school highly and recognise that their children are well cared for and are happy in school.

Pupils make satisfactory progress throughout the school and pupils attain broadly average standards by the end of Year 6. Progress is faster in Key Stage 2 than in the Early Years Foundation Stage and Key Stage 1. By the end of Year 6, an above average proportion of pupils attain the nationally expected Level 4, but too few pupils attain Level 5, especially in writing. This is because pupils capable of exceeding the standards expected of their ages are sometimes not challenged enough, which limits their progress. Those with special educational needs and/or disabilities make satisfactory progress.

Teaching is satisfactory overall. All staff manage behaviour well and form good relationships with pupils. The use of assessment is satisfactory, but there are inconsistencies in how teachers set targets for pupils. Some teaching provides too few criteria or checklists to help pupils assess and improve their own work and this, on occasions, slows pupils' learning. Progress in reading is satisfactory in general but the teaching of letters and sounds is not fully effective for younger children and this slows pupils' progress up to Year 2.

Self-evaluation is generally accurate and staff share a common understanding of which aspects require improvement. For example, the deputy headteacher has introduced effective systems for accurately assessing the attainment and progress of each pupil. The programme of meetings with each member of staff is beginning to help pupils make improved progress. However, the school improvement plan does not provide sufficiently clear criteria to enable senior staff and subject leaders to fully evaluate the impact of the actions they take on the achievement of pupils. Nevertheless, owing to recent improvements, for example the rising attainment in reading in the older classes and improving rates of attendance, the school has satisfactory capacity for sustained improvement.

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

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

- Raise pupils' attainment in writing by:
  - ensuring that particular writing skills are developed in subjects other than English
  - increasing the amount of extended writing undertaken by pupils
  - providing additional guidance and challenge to those capable of exceeding standards expected of their age.
  
- Improve attainment from Nursery to Year 2, especially in reading by:
  - ensuring the teaching of letters and sounds is fully effective and matches the needs of all learners
  - providing additional challenge and support to more-able pupils.
  
- Improve the quality of teaching and use of assessment by:
  - providing pupils with specific and demanding criteria or targets to help them assess and improve particular aspects of their work
  - extending and improving the role of teaching assistants
  - providing staff with clear guidance and regular follow-up checks to help teachers adopt a consistent approach to aspects such as how targets are set or how work is marked.
  
- Improve leadership's role in monitoring and evaluation by:
  - developing the role of key stage and subject leaders so that they take increasing responsibility for the attainment and progress of pupils
  - checking, through a programme of rigorous lesson observations and analysis of pupils' work, that teachers are implementing agreed policies
  - ensuring that the school improvement plan has clear, measurable success criteria.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Most children enter the Early Years Foundation Stage with knowledge and skills typical for their age. Throughout the school, pupils behave well and sustain good levels of concentration in lessons and this helps them enjoy their learning. Pupils make best progress in the classes where teachers use more effective techniques to help pupils assess their work and see exactly where they need to concentrate their efforts. Middle-attaining pupils make better progress than higher-attaining pupils because in lessons, work is often not hard enough for the more able. Lower-attaining pupils and pupils with special educational needs and/or disabilities in all classes make sound progress in lessons and during their time at school. Overall, pupils' achievement is satisfactory and pupils enjoy school. Attainment in mathematics is stronger than in English because teachers show more confident subject knowledge in mathematics than in English and expect more of pupils.

Pupils’ spiritual, moral, social and cultural development is good. Many pupils social development is a particularly strong aspect and they are polite, mature and helpful with visitors to school. Pupils take a strong role in the school community, especially the older pupils, in roles such as prefects or members of the council. The school’s work towards Healthy School status and its sports partnership work have helped provide pupils with a good understanding of a healthy diet and the need for regular exercise. Due to some good work by the school to reduce persistent absenteeism, rates of attendance, although no better than average, are improving. Pupils’ satisfactory achievement in basic skills, and their good relationships and behaviour ensure pupils are provided with appropriate preparation for the next stage of their education and the world of work beyond school.

*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>	3
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>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop 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>

**How effective is the provision?**

In all classes relationships are good and staff manage behaviour effectively. This helps pupils concentrate well in most lessons except where the pace is slow or not enough is expected. Teachers and pupils share the use of interactive whiteboards well to add impact and clarity to whole-class learning. Teaching assistants make a sound contribution to the learning of pupils’ with special educational needs and/or disabilities but have a very limited impact on the learning of other pupils in classes. Although teachers usefully share with pupils what learning is planned for the lesson, pupils are not always provided with clear criteria or targets to help them assess their own work and see where they should focus their efforts to improve. This slows their progress. Sometimes, teachers spend too long teaching the whole class, limiting time for independent work.

The curriculum and teachers’ lesson plans focus well on the learning needs of middle lower attaining pupils but are sometimes not modified sufficiently to fully meet the learning needs of higher-attaining pupils. The exception to this is in Year 6 where the more-able mathematicians are appropriately stretched which means that a good

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<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

proportion of more-able pupils in Year 6 make very good progress in mathematics. The school has a wide range of interesting and well-supported clubs and activities which contribute to pupils’ social development. The school’s well-developed personal, social and health education programme makes an important contribution to pupils’ good personal development and well-being. The curriculum is enhanced well by visits including a regular residential visit to an outdoor activities centre. Opportunities to undertake extended and independent writing and to develop particular writing skills in subjects such as history, geography and science are limited and this slows progress in writing.

Good quality care ensures the personal needs of all pupils are met, including those whose circumstances make them potentially vulnerable and those with special educational needs and/or disabilities. The school ensures that pupils are aware of how to behave well and keep themselves safe within and outside school including when they use the internet. The school has undertaken some good work, in partnership with the education welfare officer to improve rates of attendance and this is beginning to have a positive effect as rates of persistent absence are beginning to fall. Pupils trust the adults in school and know who to turn to if they have any concerns.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and deputy headteacher have ensured that teachers share a common commitment to improving pupils’ attainment. The most successful way that they have done this is through the termly meetings held with each teacher which are beginning to improve the progress of lower and middle-attaining pupils. However, not enough attention is given to considering how the progress of more-able pupils can be accelerated in these discussions. Teachers are observed teaching by the headteacher who has a satisfactory overview of each teacher’s development needs. Staff training is sound but follow-up checks on subsequent actions are sometimes not sufficiently rigorous or organised well enough to ensure that initiatives, such as how pupils are involved in their own learning, are consistently implemented in all classes.

Middle leaders have not been provided with sufficient support and guidance to enable them to carry out their roles fully effectively and they have too little impact on monitoring and improving standards and the quality of provision in their areas of responsibilities. The school improvement plan generally concentrates on appropriate aspects but sometimes success criteria for actions lack clarity. This makes it difficult for leaders, including the governing body, to evaluate the impact of the plan on pupils’ attainment. The well-led governing body supports the school well but governors are aware of the need to improve their skills in analysing and comparing the progress of the school’s pupils with those in other schools. A recent useful audit

of the skills of individual governors has recently been undertaken with a view to more widely distributing the responsibilities of the governing body.

Equal opportunities are promoted satisfactorily. All pupils are valued and discrimination is not tolerated. This is shown by the consistently good personal outcomes for all groups of pupils. This consistency has not been reached yet for academic progress. Good partnerships which enhance the quality of provision have been established with other local providers, especially the links with other schools to ensure that teachers assess pupils' learning accurately. The school has sound links with parents and carers but information for them on how best they can support their children's school work at home is insufficiently regular and well organised. The school makes a good contribution to community cohesion, including the ways in which the school promotes pupils' knowledge of a range of cultures in the local community, in modern Britain and in the rest of the world. Procedures for safeguarding pupils are robust and fully meet current requirements. Staff training in safeguarding is effective, and the school has good systems to identify potential risks.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make satisfactory progress as they move through the Early Years Foundation Stage and most children attain levels expected nationally of children at the end of Reception. However, too few pupils exceed expected standards, especially in their writing. There are good induction procedures for new children, including home visits and children are well cared for. As a result, they quickly settle, feel very safe and secure and enjoy school. Sometimes children are left to work independently without adult intervention for too long and they sometimes lose concentration which slows their progress.

Adults establish warm and encouraging relationships with the children but the quality of adult questioning is sometimes undemanding and this can result in their gaining too little from an otherwise stimulating environment. The external area provides a safe and interesting place for children to learn and is used appropriately throughout the day, in all seasons. Each child's individual progress is assessed and recorded satisfactorily, but this information is not used fully effectively to tailor planning,



activities and adult interventions to individual children’s needs. There is a sound balance of adult-led activities and those initiated by children themselves.

The Early Years Foundation Stage leader has the confidence of parents who are happy with how their children are looked after and provided for. Staff work cooperatively with one another placing most emphasis on providing good quality care for children. The Early Years Foundation Stage leader has a broad understanding of strengths and weaknesses across the unit but the school’s view of what needs to be done to improve children’s achievement and the quality of provision lacks detail.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

**Views of parents and carers**

The vast majority of parents and carers returned the questionnaire, which is a high rate of response. Most parents and carers are fully supportive of the school. There was no significant pattern in the responses to indicate with which particular aspects of the school parents and carers were not fully satisfied. Parents who held discussions with inspectors around school and at the school entrance were very supportive of the school and its work. They were particularly appreciative of how well their children were cared for.

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

Ofsted invited all the registered parents and carers of pupils registered at Summer Lane Primary School 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 230 completed questionnaires by the end of the on-site inspection. In total, there are 322 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	137	60	82	36	8	3	1	0
The school keeps my child safe	127	55	100	43	3	1	0	0
The school informs me about my child's progress	94	41	122	53	11	5	0	0
My child is making enough progress at this school	86	37	128	56	6	3	0	0
The teaching is good at this school	109	47	117	51	1	0	0	0
The school helps me to support my child's learning	93	40	126	55	7	3	0	0
The school helps my child to have a healthy lifestyle	95	41	122	53	5	2	0	0
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)	89	39	118	51	4	2	0	0
The school meets my child's particular needs	94	41	127	55	4	2	1	0
The school deals effectively with unacceptable behaviour	73	32	118	51	25	11	1	0
The school takes account of my suggestions and concerns	72	31	134	58	16	7	0	0
The school is led and managed effectively	110	48	113	49	4	2	0	0
Overall, I am happy with my child's experience at this school	124	54	101	44	4	2	1	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



6 October 2011

Dear Pupils

### **Inspection of Summer Lane Primary School, Barnsley S75 2BB**

Thank you for making the inspectors so welcome when we came to your school. We especially want to thank those of you who gave up part of your lunchtime to talk with us. My colleagues and I enjoyed watching you learn and talking with you in lessons and around school.

Your school provides a satisfactory standard of education and you make satisfactory progress. Staff look after you well and we are pleased you enjoy lessons. You clearly like school and you attend regularly and arrive on time. You know how to act safely and think about the safety of others. You are being properly prepared for life at your next school and for life beyond school. You show consideration for others, understand what is right and what is wrong and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning more difficult make satisfactory progress especially when you are helped by learning support assistants.

There are many things that your headteacher, teachers, other staff and the governors want to improve, because they want your school to get even better. We have asked that the headteacher and governors concentrate especially on:

- helping to ensure that you do your very best in writing
- helping those of you in younger classes do better in their reading
- helping teachers to improve how they check your progress and set targets
- helping school leaders to be sharper in finding out how well the school is doing.

Yours sincerely

Roger Sadler  
Lead inspector

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