

# Summerseat Methodist Primary School

Rowlands Road, Summerseat, Bury, Lancashire, BL9 5NF

## Inspection dates

10–11 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Progress in writing and mathematics in Key Stage 2 has slowed in recent years and standards are not as good as they could be. Pupils of high ability could reach higher standards.
- Pupils do not make enough use of their skills in English when they work in different subjects. They do not get enough time to write imaginatively and produce enough extended pieces of work.
- Teaching has not been consistently good over time. Expectations for pupils' academic achievement have not always been high enough to ensure all pupils do as well as they can.
- In mathematics, pupils are not confident to apply their good basic skills to solve mathematical problems and investigations.
- Not all pupils are aware of what they need to do to raise their attainment to higher levels.

### The school has the following strengths

- The recently appointed headteacher is a very effective leader; decisive actions are accelerating progress and improving pupils' achievement.
- The school rigorously evaluates its performance and sets very pertinent targets for its improvement.
- Good progress is being made in removing inconsistencies in the quality of teaching.
- The vast majority of parents support the school and are willing partners in their children's education.
- Excellent systems for checking what pupils know are sharpening the quality of teachers' planning for individual pupils.
- Governors play an important role in evaluating the school's performance and supporting and challenging leaders.
- Pupils reach high standards in reading.
- The school is well placed to sustain its current improvement in the future.
- Attendance is above average. Pupils have good attitudes to learning. They are respectful and co-operate well together. Pupils are well cared for and feel safe.

## Information about this inspection

- The inspector observed six lessons, one of which was a joint observation carried out with the headteacher.
- Meetings were conducted with governors, the staff team, a representative from the local authority and a group of pupils.
- Evaluations of a range of school documentation added to inspection judgements. These included the details relating to safeguarding, the improvement plan, the school's procedures for gaining an accurate view of its performance and records of pupils' attainment and progress.
- The views of parents were secured by analysing 35 responses to the on-line questionnaire (Parent View).
- An analysis of four staff questionnaires together with an on-going dialogue with teachers and teaching assistants gave the inspector an insight into the views of the staff.

## Inspection team

David Byrne, Lead inspector

Additional Inspector

# Full report

## Information about this school

- This is a smaller than average-sized primary school.
- The vast majority of pupils are of White British background.
- The percentage of pupils supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium grant is below the national average. (The pupil premium grant is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority).
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been significant staff changes. These include the appointments of the current headteacher in September 2012 and the deputy headteacher in September 2011.
- The school has gained recognition for being a Healthy School, achieved a Silver Eco Award for promoting activities that develop positive attitudes to the environment and most recently gained the International school award.
- There is a before and after school club; it is subject to a separate inspection by Ofsted.

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

- Improve teaching and increase pupils' rates of progress in writing and mathematics so that it exceeds national expectations, particularly in Key Stage 2 by:
  - making sure that all teachers set work that is at the right level of challenge for all pupils, and especially the more able in writing and mathematics
  - developing the skills of pupils to apply their skills of literacy to different subjects and contexts and to write more often using their imagination
  - widening opportunities for all pupils to become independent in applying their secure basic skills of numeracy to solve mathematical problems and investigations
  - enabling pupils to develop a clearer understanding of what they need to do, over time, to achieve a higher level.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Given that the individual starting points of pupils to Key Stage 2 are above average, progress in both writing and mathematics is not as good as it should be. Progress between Years 3 and 6 exceeds national expectations in reading but in writing and mathematics it is close to the national expectations. This adequate progress and average standards is not a true reflection of the ability of most pupils, many of whom could do better.
- Most children start the Early Years Foundation Stage with skills that exceed expectations for their age. They make good progress and move onto Year 1 with above average standards. Their progress continues at a good rate and by the end of Year 2 standards are above average and particularly strong in reading. Between Years 3 and 6, progress over the last two years has slowed. While it has been adequate, it has not been as fast as it could be. This has led to average standards in English and mathematics.
- Inspection findings show that decisive action by the headteacher, supported by dedicated staff, is accelerating progress and raising achievement across Key Stage 2. Robust data held by the school and analyses of pupils' work during the inspection indicates that standards at Year 6 are currently high in reading, in line with expectations in writing and just above expectations in mathematics.
- Across the school, pupils are articulate and have a good command of English. This strength contributes to a high standard of reading but is not harnessed enough to secure equally high standards in writing. Pupils love reading and respond well to events such as Book Week to learn from meeting a real author and widen their knowledge of types of literature.
- After a good start to writing in the Early Years Foundation Stage and Key Stage 1, some pupils in Key Stage 2 are not sure about some spellings and are less confident to use new and exciting words. Swift interventions by skilled teaching assistants are quickly rectifying this.
- In mathematics, most develop good skills of calculation but are not secure enough in transferring these skills to work without adult support to solve mathematical problems. This limits the achievement of some, mostly the more able.
- The school is starting to narrow the achievement gaps between reading and writing and mathematics. This demonstrates the schools' commitment to promoting equality of opportunity for all. Significant improvement over the last two terms to the provision for disabled pupils and those with special educational needs is impacting positively on their progress. Their achievement varies, but when good quality intervention is provided, their progress exceeds others in their class.
- The number receiving the pupil premium grant is too small to form a reliable judgement about the relative performance of these pupils compared to those who do not receive the grant. In 2012, within the school, such pupils made better progress than others and gained better standards than similar pupils nationally.

### The quality of teaching

### requires improvement

- Staff changes in recent years have reduced consistency in teaching. Expectations for pupils have not been high enough at Key Stage 2. This has led to progress slowing and a gradual drop in standards. The headteacher is removing such differences by setting out agreed protocols and systems. Classrooms have a vibrant and inviting atmosphere and pupils' work is praised and when it is good it is rewarded with an array of certificates.
- During the inspection, teaching was good, although analysis of progress data and pupils' work indicates that inconsistencies remain and expectations are not always high enough in writing and mathematics. Analysis of pupils' books reveals that there is relatively little extended and imaginative writing and pupils are not given enough opportunities to extend their good understanding of basic mathematical skills to solve mathematical problems. Marking is consistent

in its method and helps pupils to improve their work.

- Relationships in lessons are excellent. Staff are professional at all times and have a warm and very caring manner. The better use of assessment this year enables teachers and teaching assistants to be very aware of the achievement and progress of each pupil. This knowledge is increasingly used to tailor work to extend pupils' existing skills and direct support to any who could do better. On occasion, excellent support from teaching assistants is enabling pupils with additional needs to catch up to their classmates, for example in spelling and aspects of mathematics.
- In the best lessons, pupils are encouraged to think for themselves and come up with their own solutions to problems set, for example in establishing a simple formula for calculating the perimeter of a rectangle. Pupils are encouraged to explain how they get their answers in calculations but occasionally explanations from staff are not precise enough.
- All lessons have a very clear purpose although the wording of lesson objectives is at times not entirely clear to the pupils. Each pupil benefits from having targets for improvement in writing and mathematics. These are, however, quite short term and do not give any longer term guidance for pupils who wish to move their learning on and reach higher standards.
- Some parents expressed concerns about the quality of homework. The school is very aware of this and is in the process of seeking to improve it.

### **The behaviour and safety of pupils** are good

- The school has a caring 'family' ethos that underpins all activities. This encourages pupils to be considerate and courteous.
- Pupils behave well in lessons. Teachers manage behaviour very effectively and implement the behaviour policy consistently. Pupils listen carefully and respond respectfully to adults and to each other. Almost all parents who responded to the Parent View questionnaire state that behaviour is good.
- Pupils have good attitudes to their learning. They are naturally curious and enjoy taking on new ideas and learning new skills. They like to do well in their lessons, to work hard and present their work neatly. Pupils have great pride in their school; this is signified by their joy at representing it in sports events and in working hard to protect the environment.
- Bullying is rare and pupils are confident that any incidents of adverse behaviour are effectively managed. They demonstrate a good sense of safety in the way they play outside and move around indoors. Discussion revealed that pupils are very aware of risks in their own lives for example, when using computer technology.
- Break and dinner times are harmonious. Pupils are well mannered and polite. They get on well with each other. Pupils of all ages play together co-operatively and willingly help others if required.
- Pupils' views are valued. As school councillors, they give opinions about the school and proudly get involved in managing the excellent natural resources in the school grounds. Funds are raised for communities abroad who are less well off than themselves and for charities through events such as Red Nose day.

### **The leadership and management** are good

- The headteacher has brought a fresh view to the school. After rigorous analysis of the school's performance, courageous decisions and swift actions, achievement is improving. Sharper use of assessment data now helps to set targets that are a better fit to the ability of the pupils. Staff are increasingly taking on responsibilities for managing the school. The skills of teaching assistants are valued and effectively deployed.
- This excellent leadership of the headteacher is accelerating progress at Key Stage 2 and improving the quality of teaching. The staff team pursues excellence and has made highly

successful changes in recent times. The school's evaluation of its own performance is accurate and gives staff a good understanding of how to improve it.

- Leaders systematically assess the progress of each pupil. The information compiled enables staff to identify any pupil who could do better so that relevant support can be given. The provision for disabled pupils and those with special educational needs has been radically overhauled to meet the needs of each pupil.
- Teachers and their assistants benefit from effective training and development. This is closely linked to a regular appraisal of each teacher's professional development needs and to those of the school. High expectations are set for staff to secure the highest possible achievement for their pupils' performance. By raising the bar for staff, the headteacher is improving the impact of teaching on pupils' learning.
- Parents are unanimous in recommending the school to others. They feel that all staff, including the headteacher, are very approachable and that their views are taken seriously. Good communication is in place and includes information about the academic targets set for their children.
- The curriculum is focused on the basic skills of English and mathematics in order to raise standards although opportunities are provided to develop pupils' imaginative, creative and artistic skills. Lessons are enriched by a wide range of extra-curricular activities for example gardening, drama, chess and sport. A good range of cultural activities such as educational visits to local museums contributes to the pupils' good social, moral, spiritual and cultural development.
- Productive links with Methodist charities and close partnerships with the church widen pupils' experiences of life. Great benefit is gained from links with schools of similar size as well as other larger schools in the borough.
- The local authority is a key partner in the school's development. It offers high quality support to governors, is available to guide the headteacher if required and supports aspects of the school's financial budgeting.
- **The governance of the school:**
  - The governing body has a good understanding of how well the school is performing. Its members are regularly involved in evaluating the school's performance. They work with the headteacher to secure a clear picture of the data related to pupils' achievement and progress. Governors are well informed about teachers' performance and the link between this and salary progression. They ensure that the best teaching is suitably rewarded and targets are set for the performance of the headteacher. Governors have worked well with the local authority to keep up to date by attending training. They are keen to offer further support and challenge. Governors have checked that pupil premium funding is spent wisely to support pupils receiving the grant so that they make better progress. The governing body ensures that the school's safeguarding arrangements meet statutory requirements. All necessary checks are made to ensure that all adults are suitable to be with children and staff receive relevant training.

## 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

<b>Unique reference number</b>	105327
<b>Local authority</b>	Bury
<b>Inspection number</b>	413089

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ceasar Merrifield
<b>Headteacher</b>	Steven Ollis
<b>Date of previous school inspection</b>	12 May 2009
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