

New Summerseat House

Summerseat Lane, Ramsbottom, Bury, Lancashire, BL0 9UD

Inspection dates 12–13 February 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Students do not make good progress in all subjects because teaching is not consistently good and there is no teaching that is outstanding.
- Teachers do not compare the progress students make with the progress made by all students nationally, so they are not always clear how much progress students need to make to catch up on lost ground.
- Teachers' assessments of students' starting points do not give teachers enough information to plan lessons that will speed up students' progress.
- Teachers' regular assessments of students' progress are not accurate enough to help teachers match their teaching closely enough to each student's stage in their learning.
- Training to improve teaching has had limited impact because some teachers' employment has been temporary so they have not stayed long enough to use the training to improve their teaching. Therefore, the quality of teaching is variable.
- A very small minority of students do not attend regularly enough to make the progress of which they are capable.
- A very small minority of students do not behave well in lessons or take time to settle to learning so other students have to wait for the lesson to begin.

The school has the following strengths

- Increasing numbers of students gain qualifications in Year 10 and Year 11.
- Most students now attend school regularly.
- In the last year, fewer students have been excluded from the units so they are able to attend lessons more regularly and make better progress.
- Students say they feel very safe in the units. They are very confident they can ask any member of staff for help if they need it.
- Training to improve teaching has been effective for permanent staff.
- Leadership and management are good because planned training opportunities have improved the teaching of permanent staff so more students are now making faster progress.

Information about this inspection

- Inspectors observed 13 lessons taught by 11 teachers. One of the observations was a joint observation with the headteacher. Inspectors visited all three of the unit’s sites.
- Meetings were held with two groups of students, the Chair of the Management Committee, members of staff and a representative from the local authority
- Students’ work in books in different subjects were closely analysed and students were heard reading in lessons.
- Inspectors took account of the 17 staff questionnaires as well as looking at the results of surveys of the views of parents and students carried out by the units. There was one response to the online questionnaire (Parent View).
- The day-to-day work of the units was observed and a number of documents were looked at including the units’ monitoring and planning records, their views of what was working well and what still needed to improve, figures showing students’ progress over time and records of behaviour, attendance and safeguarding.

Inspection team

Nell Banfield, Lead inspector

Additional Inspector

Fiona Dixon

Additional Inspector

Full report

Information about this school

- New Summerseat House is a pupil referral unit for Key Stage 3 and Key Stage 4 students based on three sites: New Summerseat House; Park House; and Coney Centre. It provides for students who have been permanently excluded, or who are at risk of exclusion.
- It is part of the local authority's Pupil Learning Centre, which is made up of three other pupil referral units and a behaviour support service. There is one management committee for all four of the pupil referral units. The headteacher of New Summerseat House is supported by the deputy headteacher and the headteacher of the Pupil Learning Centre.
- The Key Stage 4 students, the majority of whom are Year 10, are based at Summerseat House and Key Stage 3 students at Park House. The Coney Centre was opened almost two years ago to provide short-stay assessment for students very recently excluded from school.
- The unit provides full-time education as well as part-time for about a fifth of the students who are dually registered with the unit and their mainstream school
- The students come from all parts of Bury and the majority make their own way to the unit. There are twice as many boys as girls. Three students are looked after by the local authority and a small number have a statement of special educational needs. Most are from White British backgrounds.
- The proportion of students eligible for support through the pupil premium is larger than average. This is extra funding for students who are known to be eligible for free school meals, are looked after by the local authority or are children of families in the armed services.

What does the school need to do to improve further?

- Improve teaching so it is consistently good or outstanding in all subjects and students make more rapid progress by:
 - ensuring teachers use more accurate assessments of the stages students are at in their learning to plan activities, questions and explanations that will better add to what students know and what they understand
 - making sure teachers use assessments to compare students' progress in the unit with the progress of students in other schools, so they know how much learning needs to take place for students to catch up
 - getting students' attention early in the lesson so no learning time is wasted
 - ensuring teachers use sanctions and incentives consistently so the very small minority of students not yet attending well miss fewer lessons and make faster progress in their learning
 - more consistent and prompt application of the school's behaviour policy to all students so that no lessons are interrupted by a very small minority of students having difficulty settling to their learning.
- Appoint permanent staff so teachers can benefit from training and improvement can happen steadily and consistently.

Inspection judgements

The achievement of pupils

requires improvement

- The achievement of students requires improvement because a minority of students do not consistently make good or better progress in all subjects.
- A large majority of students arrive at the centre working at standards lower than expected for their age. Some students have gaps in their learning because they have spent time out of lessons in their previous schools due to difficulties with their behaviour, and some students have difficulties with reading or writing.
- The units now assess students' standards when they arrive. However, assessments do not give enough information about the stages students are at in different subjects, including in English and mathematics. Regular subject assessments to measure students' learning following their arrival are not accurate enough to help teachers to plan lessons that will take students further in their learning over time. In addition, the progress of Key Stage 4 students in mathematics has been slower because there have been changes of teachers with each one taking time to understand the stage each student is working at.
- Teachers are beginning to understand more clearly the importance of measuring the progress of students in the units with the progress made by most students nationally. They understand that this will, for those students who attend the units for more than a term, enable them to determine the standard students should reach by the time they reach the end of the key stage, and to measure progress term by term towards this point.
- Students supported by pupil premium funding, including those known to be eligible for free school meals, and students with special educational needs make progress similar to that made by most students in the units. This is evidence that the units have a commitment to all students having equal opportunity to achieve and succeed. However, currently, boys make better progress in mathematics than girls, and girls make better progress than boys in a number of subjects including English, art, and humanities.
- Students make good progress in literacy, as a result of the individual reading sessions and the work to develop literacy and communication skills in all lessons. Progress in developing mathematical skills across subjects is less strong because there have been temporary teachers in the subject.
- The standards reached by Year 10 and Year 11 students have improved and they now gain qualifications in a wider range of subjects, including in English and mathematics. The majority of Key Stage 3 students, including those who stay in the unit for a short time, improve their attitudes to learning and some make good progress in improving their reading skills as a result of carefully planned support.
- Students who do not attend well do not always complete written work and make slower progress, particularly in English.
- The most able students make progress similar to the progress of most students as a result of additional and more challenging tasks offered by most teachers.
- The units have not yet received Year 7 catch up funding as they have only recently admitted a very small number of Year 7 students.

The quality of teaching

requires improvement

- Teaching requires improvement because not enough teaching is good across all subjects and none is outstanding. Although teaching over time has improved, there is still too much variability for students to consistently make good or better progress.
- Some aspects of teaching have improved as a result of training in questioning, and through the appointment of some new teachers. However, a number of teachers have been temporary and have left before their improved teaching has increased students' progress.

- Teachers do not always explain processes or topics, or question students about what they are learning, so all students can understand and move on the next stage. As a result students who are less confident remain confused and lose heart.
- There are improvements in the quality of teaching that have been generated by the positive actions of senior leaders. For example, in a very good Year 10 lesson to develop personal and social skills, students talked sensitively and thoughtfully about the effects on themselves and others of using derogatory language, such as calling someone names because of a difference in sexual orientation. Skilful questioning enabled them to understand the importance of feeling cared for and secure in a relationship, rather than of following a stereotype.
- In a Year 10 English lesson, students found out about two travelling labourers in America in the 1930s and the attitudes of other workers to them, by contrasting aspects of the accommodation they were given. The teacher questioned the students so they explored their own response to words used to describe the accommodation and extended their understanding of the characters and the context of the times as a result.
- Students are beginning to work in pairs and groups and are able to support and learn from each other. They are given opportunities to comment constructively on each other's work and respond to suggestions by the teacher as to how they can improve their work. Marking is generally good and is particularly strong in English and in Key Stage 3, where students take pride in their work.
- Individual students are well supported in maintaining their attention on their learning by the skilled support from teaching assistants. Very occasionally, however, the behaviour of a very small minority of students is allowed to continue for too long and disturbs the learning of others.

The behaviour and safety of pupils

requires improvement

- Students' behaviour requires improvement. Although students generally conduct themselves well around the units, there is still behaviour that limits learning in lessons. Staff have the necessary skills to manage this behaviour but their response is not always prompt enough to prevent the progress of other students from slowing. At times, a few students lack interest in learning and teaching is not always strong enough to inspire or to enthuse students.
- The school's arrangements to keep students safe and secure are good. Policies are detailed and all necessary checks are carried out. Students say they feel safe and well supervised and all say they would go to a member of staff if they needed help or guidance. Parents agree their child is safe in the units. Students are also very clear about the risks outside school time and in using social networking sites, and know how to manage these if they found themselves in a risky situation.
- In some lessons, a few students begin with little interest in learning and they only begin to pay attention after some time. This means the time they spend learning is reduced and they make slower progress. In other lessons, a very small minority of students talk over the teacher, discuss topics not relevant to the lesson and, at times, deliberately distract others. This limits the time spent by other students on their learning.
- Attendance has improved over time as a result of the units' concerted actions but remains below national levels. Some work is missed through absence and pieces of extended writing are unfinished as a result of absence. This limits students' progress in their learning.
- The units' records show a reduction in exclusions and in use of bad language, with students mostly treating their peers and adults around the unit with respect. The system for recording behaviour has equipped the units well with the information they need to identify trends and patterns in behaviour and to discuss what needs to be done to improve it. Rewards and sanctions support staff by giving them the tools to manage potential difficulties in behaviour. However, they are not always used promptly enough to help all students to develop positive attitudes.
- Students wear uniform and treat their surroundings with consideration and respect. The dining room is tidy and classroom equipment and furniture is looked after well.

The leadership and management are good

- Leadership and management are good because leaders and governors have taken steps to improve achievement, teaching, attendance and behaviour, even though these areas still require some further improvement. Overall, the units have a calm and purposeful ethos and students themselves said they were here to learn, even though on a few occasions, this did not happen.
- Leaders and managers have increased the frequency of assessments so teachers have begun to measure the progress of individuals and groups more regularly. Leaders have held training to increase the accuracy of assessments in all subjects, though this has not yet had the time to improve students' progress to good.
- Leaders and managers have improved teaching, so students are beginning to make faster progress. A larger proportion of teaching is good than was found at the time of the last inspection. Teachers are questioning students more closely about what they have learned and assessments are being used to measure and check learning, although the more accurate use of assessments has still to be fully embedded. Students in both key stages have improved the standards they have reached in the last 12 months. The quality of teaching seen during the inspection matched closely the quality of teaching observed by the unit in its last evaluation.
- Leaders and managers check the quality of the education provided by the units and are clear about what needs to be done in the future to continue to improve achievement and progress. Their plans for development confirm they can sustain improvements in students' progress. For example, the headteacher has introduced an assessment table which shows the eventual achievement of a student from each starting point by the time they leave the unit. The units will be using this table to make sure students' progress is kept on track so they can reach the required end point by the time they leave.
- Arrangements to develop students' spiritual, moral, social and cultural skills and understanding are good. The curriculum offers many chances to explore issues of right and wrong within subjects. Displays around the units refer to commemoration of the First World War, anti bullying work and Remembrance Day; different cultures are explored in art, such as Manga and aboriginal traditions, and ethical issues are explored in science.
- The units have developed strong partnerships with schools that have helped them to improve teaching and leaders' monitoring of the improvement of the unit. The headteacher of one of these schools is also a governor and the helpful working relationship is to continue.
- The curriculum has been extended to offer students a wider range of subjects and qualifications. This has helped to improve attendance because students are keen to follow some of the new courses. All students leaving the unit have a college place or other work-based destination.
- The unit staff maintain very positive relationships with parents and parental surveys provide evidence of their support for the units.
- Safeguarding arrangements meet statutory requirements.
- The local authority has provided intensive support to ensure improvements. It continues to support them in efforts to improve achievement, teaching and behaviour further.
- **The governance of the school:**
 - There are extensive skills and experience in the management committee with five serving headteachers able to advise on how to continue the units' improvement. Members take part in training. They are clear about how teaching has improved since the last inspection; know how this improvement has been achieved, and how it is to continue. The headteacher, senior leaders and the committee are all clear about accountability for teachers and agree that the main thrust of any pay awards or promotion lies in teachers' promotion of students' progress. Regular information is given to the committee about the progress of the units so that they have the knowledge and expertise to increasingly challenge and support the units' headteacher. Members have received clear information from the units' headteacher about the amount of pupil premium funding received, how it has been spent and the positive impact it has had in improving the progress of those targeted students. They are exploring the amount and use of the anticipated Year 7 catch-up funding to support the very small number of Year 7 students. They ensure safeguarding arrangements are thorough and maintain a healthy

budget.

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	131506
Local authority	Bury
Inspection number	432110

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Wilfred Davison
Headteacher	Francine Ledsham-Mills
Date of previous school inspection	31 October 2012
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