

Summerseat Methodist Primary School

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

Inspection dates

31 March–1 April 2015

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

Summary of key findings for parents and pupils

This is a good school.

- This is a very harmonious and well respected school which has excellent relationships with the church, parents and the community.
- Senior leaders have worked tirelessly to address all areas for improvement identified at the previous inspection successfully, and are determined to move the school towards becoming outstanding.
- Governors are skilled and experienced. They have a precise knowledge of the quality of teaching and pupils' achievement, and hold senior leaders fully to account.
- Pupils, including children in the early years, benefit from an outstanding curriculum which harnesses their interest, and ensures their good progress.
- Staff promote pupils' spiritual, moral, social and cultural development strongly through their supportive and caring relationships.
- Pupils' behaviour is good and their bonds with each other are strong. They are very welcoming to visitors. Pupils enjoy learning and their attendance is exceptionally high.
- Teaching is good. Teachers and teaching assistants work well together and classrooms are stimulating places. The marking of pupils' work is of a high quality.
- The above average standards attained by pupils at the end of Key Stage 1 in reading, writing and mathematics are reflective of their good achievement, as is their continually improving attainment at the end of Key Stage 2.
- The progress of all groups of pupils in all subjects is at least good across all year groups.
- The proportion of pupils secure at the national phonics screening check (letters and the sounds they represent) in 2014 was well above average.
- The school's work to keep pupils safe and secure is good. Staff know exactly what to do if they have any concerns about pupils' health or safety.
- The primary school sport fund is spent exceptionally well. It promotes pupils' excellent participation in competitive sports.
- Early years provision in the Reception class is good and so children enjoy school, make good progress and achieve well.

It is not yet an outstanding school because

- The quality of teaching does not result in outstanding achievement for pupils by the end of Key Stage 2.
- At times pupils shout out in lessons and do not give due consideration to the views of their peers.
- Pupils' knowledge and understanding of the culturally diverse nature of British society is not as well developed as it should be.

Information about this inspection

- The inspector observed a range of lessons in all year groups, as well as the teaching of small groups of pupils, and sessions aimed at helping pupils to learn to read. Two lessons were observed jointly with senior leaders.
- The inspector listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately.
- Inspectors considered 44 responses to the on-line questionnaire (Parent View) as well as the school's own surveys of parents' views. Responses to a questionnaire completed by 13 members of staff were considered.
- Meetings were held with eight governors, including the Chair of the Governing Body, school leaders, and staff responsible for English, mathematics, special educational needs and the early years. A meeting was held with the school effectiveness partner, a representative from the local authority.
- A range of documents was examined. These included various records of the school's checks on the quality of teaching, development plans, data on pupils' progress, and records of pupils' attendance, behaviour and safeguarding.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding, is well below the national average. (The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.)
- Almost all pupils are of White British heritage. A very small minority are from minority ethnic groups and none speak English as an additional language.
- Children in the early years provision attend a Reception class on a full-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection two teachers have been appointed. The governing body has been reconstituted, and governors have been appointed. The school's outdoor playing area has been altered to include a re-surfaced playing area, a multi-purpose games enclosure and a covered area for children in the early years.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement, especially in Key Stage 2, so that it is outstanding by:
 - ensuring that teachers communicate clearly to pupils how they expect them to behave in class, and that pupils never shout out their answers, and always give consideration to the views of their peers.
- Improve the quality of leadership and management, including in the early years, so that it is outstanding by:
 - ensuring that pupils have a full understanding of the culturally diverse nature of British society.

Inspection judgements

The leadership and management are good

- The leadership and management of the school, including governance, are good. With the support of a very able deputy headteacher and governors, the headteacher has been relentless in his aim of continually improving the school. He is highly organised, and together with senior leaders he has systematically addressed all areas for improvement from the previous inspection, while creating a caring school ethos and a climate of high expectations.
- All staff are responsible for improving the quality of teaching and learning, and are fully accountable for the performance of each pupil. The headteacher and deputy headteacher are responsible for ensuring that the quality of teaching is continually improving. They do this through regular observations of teaching, and assessing the quality of pupils' learning through looking at their work in books.
- Effective systems are in place for monitoring the quality of teaching. These show that the good quality support and advice that teachers receive is continually improving their practice. Teachers are set challenging targets and their performance is closely checked on by senior leaders and shared with governors.
- The pupil premium funding is managed effectively by senior leaders. Disadvantaged pupils attend school regularly and enjoy learning; they made excellent progress in reading, writing and mathematics in 2014, and continue to do so.
- Pupils benefit from an outstanding curriculum that is exceptionally effective in engaging their interests and in developing their reading, writing and mathematical skills across all year groups. Pupils enjoy learning about volcanoes and earthquakes in Year 6, participate fully in their French classes in Years 3 and 4, regularly explore the world around them through their study of 'mini-beasts' in Years 1 and 2, and benefit from residential teamwork activities and nature walks.
- The school's work to develop pupils' spiritual, moral, social and cultural development is good. Pupils are courteous, and highly respectful towards each other and staff. They regularly engage in collective worship, celebrate various religious and cultural festivals, and enjoy visits from authors, musicians, and the local Methodist minister. Pupils have plenty of opportunities to visit theatres, museums and galleries, and to play a range of musical instruments, including the guitar.
- Pupils learn about British values through the school's focus on their involvement in decision-making through the school council, charity and commemoration events and the teaching of individual liberty and mutual respect. However, their knowledge and understanding of the culturally diverse nature of British society is still developing. School leaders are fully aware of this, and are currently exploring ways to broaden pupils' multi-cultural understanding.
- The school's work to foster good relationships with parents is excellent, as shown through their highly positive response to Parent View, their regular attendance at celebration assemblies and their participation in the school's 'learning community', through, for example, e-safety classes.
- Senior leaders and governors ensure that the primary school sport funding has an outstanding impact on encouraging participation in sporting activities. This is shown in pupils' excellent take-up of a vast array of after-school clubs in lacrosse, hockey, gymnastics and netball. The fund also helps to develop the skills of staff in teaching physical education activities such as tennis.
- The school's work to challenge discrimination and promote equality of opportunity is highly effective. Inspection evidence shows that all groups of pupils, including those with disabilities and special educational needs, make at least good progress and attain well.
- External support for the school is brokered through the local authority in the form of a school effectiveness partner from a local school. Recent support with marking and advice given to the early years manager has helped the school on its continually improving trajectory.
- The school takes care to ensure that it has effective arrangements for safeguarding its pupils, including children in the early years. The headteacher is responsible for safeguarding. He keeps meticulous records, is very experienced and regularly works with a wide range of partners to ensure that pupils are safe and secure.
- **The governance of the school:**
 - Governance is strong, and has improved since the previous inspection. Governors work effectively with senior leaders to ensure that teaching and learning are continually improving.
 - Governors are very knowledgeable, and bring a broad range of relevant skills to their various roles. They challenge senior leaders systematically and are highly effective in the execution of their link governor responsibilities for monitoring English and mathematics, ensuring the implementation of the new curriculum, and developing new systems for assessing pupils' learning.

- Governors know that the quality of teaching is good and improving because they receive regular reports from the headteacher on teachers' performance. Those who have children in the school are happy with their progress and development. However, governors are careful to ensure that data on pupils' performance supports the headteacher's judgments. They are happy to reward teachers for their good work, but only if they are satisfied that they have reached their targets. Governors are fully aware of the systems in place to tackle any underperformance.
- Governors know that the pupil premium is making a difference and that the support that eligible pupils receive is helping them to catch up with their peers in school, and play a full part in all aspects of school life.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good.
- Pupils say that behaviour is almost always good. They say that it is not good all of the time because 'no one is perfect' and because 'sometimes people make the wrong choices'.
- Behaviour is not outstanding, because occasionally pupils shout out in class and do not always allow their classmates to express their views fully.
- Pupils enjoy coming to school and learning with their friends. They have exceptionally strong bonds with each other and their teachers. Their attendance is exceptionally high, they are punctual, and wear their school uniform with pride.
- Pupils are very polite and well mannered. They enjoy welcoming visitors into their school and are eager to share their work and talk about their learning. Pupils move around the school sensibly and are very orderly when in the dining hall.
- Pupils take care when playing on the yard and in the wooded area around the playground. They are very appreciative of their newly re-surfaced playground and look forward to trying out their recently installed playing apparatus.
- Pupils enjoy taking on responsibilities through their work on the school council. They are fully involved in decision-making in relation to, for example, devising questionnaires to find out their peers' views of the school. Older pupils look after their younger schoolmates and help to make sure that they are happy and safe.

Safety

- The school's work to keep pupils safe and secure is good.
- Senior leaders are highly organised and are exceptionally well placed to deal with any safety issue that may arise.
- Staff provide a very caring and supportive climate throughout the school, especially for those pupils who are most in need. Pupils are supremely confident that they can go to any member of staff if they have any worries, and all members of staff know exactly what to do if a pupil approaches them with a concern.
- Pupils are adamant that bullying rarely, if ever, happens. The school's behaviour logs show that pupils break school rules infrequently. Parents' and staff views and inspection evidence confirm that bullying is rare and that pupils are almost always well behaved.
- Pupils have a good understanding of cyber-bullying and know that this can happen on different electronic devices. They are familiar with the many posters around the school advising them of how to stay safe when using the Internet. They know never to send personal information over the Internet and always to talk to an adult if they are not sure about the safety of a website.
- Pupils have a good understanding of most forms of prejudice-based bullying, but not all. Although racism and homophobic bullying, for example, do not take place in the school, pupils' knowledge and understanding in these areas is still developing.
- Pupils have a good understanding of safe and unsafe situations, which they learn through the personal, social and emotional aspects of their learning, and from the many visitors from fire, police, health, children's and social services who visit the school. They are well aware of road safety and have regular training to ensure that they use roads safely when riding their bicycles.

The quality of teaching**is good**

- Teaching is good, and has improved since the previous inspection. Teachers and teaching assistants are exceptionally supportive of senior leaders in their vision for an outstanding school. They are well trained and have been effective in bringing about improvements in all subjects, particularly writing and mathematics. Teaching staff make sure that pupils have a good understanding of what they need to do to improve their learning.
- Teachers, including in the early years, ensure that classrooms are lively and stimulating. They provide lots of information to pupils to support them in their learning. For example, all pupils know they are expected to find things out for themselves before asking a teacher.
- The quality of teachers' marking, including in the early years, is good. Teachers give clear advice to pupils on what they need to do to improve their learning and allow them time to check their comments, and improve their work as a result.
- Pupils are proud of their work, which is very well presented. They enjoy engaging in various homework activities and like to investigate fully different topics of interest. This is demonstrated in their 'extra-hard' mathematics work and in a recent letter that Year 6 pupils sent to the local newspaper inviting the press into school to report on their Macmillan Nurses' coffee morning.
- Pupils' problem-solving skills are exceptionally well developed across the school. This was exemplified in a mixed upper Key Stage 2 class where pupils engaged in different activities which were closely linked to their different skills and abilities. A small group of pupils working at the highest level in mathematics, Level 6, were fully challenged in working out a series of coordinates on a grid system, while another group calculated different percentages of the costs of several pairs of shoes. Lower ability pupils were supported well in adding decimals, while another group added more difficult decimals and then 'blogged' their calculations and methods to a partner school.
- Teachers develop pupils' reading skills effectively whenever possible, as demonstrated by pupils in a mixed Key Stage 1 science class as they confidently read various facts about the lives, habitats and feeding habits of various insects.
- Teachers have made it a priority to develop pupils' spelling across the curriculum. This was demonstrated well at the end of an upper Key Stage 2 mathematics class, where pupils were asked to use role-play to express words such as 'treasure', 'departure' and 'leisure'. They skilfully acted out these words, which their peers then spelled accurately.
- Most pupils know what they need to do to become 'outstanding learners', including taking on challenges, working on their own, and sharing their learning with their peers. However, teachers do not always communicate consistently to pupils exactly how they are expected to behave in class. At times pupils prevent themselves from being outstanding learners because they shout out their answers and do not always show due consideration to the views of their classmates.

The achievement of pupils**is good**

- Pupils' achievement, including in the early years, is good, and rapidly improving. It is not yet outstanding because pupils' achievement by the time they left school at the end of Year 6 in 2014 was not outstanding.
- Pupils' attainment in reading, writing, mathematics, grammar, punctuation and spelling at the end of Key Stage 2 has continually improved over the last three years. In 2014 their progress in all subjects was good, and their overall achievement in reading was outstanding. Standards attained by pupils at the end of Key Stage 1 have been significantly above average in all subjects for the last three years.
- The proportion of pupils who were identified as secure in their phonic skills by the national phonics screening check at the end of Year 1 in 2014 was above average and their achievement and progress in reading was outstanding. Pupils' exceptionally good reading skills, their thirst for reading new books and discovering new authors and their familiarity with many different writing styles help to ensure that they make at least good progress throughout the school.
- Pupils' progress in writing is good. Teachers ensure that they are provided with as many opportunities as possible to practise their writing skills across the curriculum in subjects such as science and religious education. So far this year they have made outstanding progress across the school and are on track to attain well by the end of Year 6.
- Pupils enjoy mathematics and engaging in challenges and problem-solving activities planned for them by teachers with good subject knowledge. Pupils are currently making rapid progress in this subject towards aspirational, but achievable targets, at the end of both Year 2 and Year 6.

- Disabled pupils and those with special educational needs are cared for exceptionally well. Robust systems are in place to ensure that their progress is closely tracked and that specialist support is enlisted whenever necessary. These pupils made good progress in mathematics, and outstanding progress in reading and writing in 2014. Their achievement was much better than similar groups of pupils nationally in all subjects.
- Data on the attainment of disadvantaged pupils has to be treated with caution due to their small numbers. However, they formed a significant proportion of the Year 6 cohort of pupils in 2014. Their attainment at the end of Key Stage 2 in 2014 was lower than that of their peers in school in mathematics by almost a year and was about two terms behind their peers in reading and writing. They were equal to their peers nationally in mathematics, approximately a term and a half ahead in reading, and half a term ahead in writing. Their progress was good in mathematics, and outstanding in reading and writing. Currently there are no disadvantaged pupils in Year 6. However, the progress of disadvantaged pupils across the school is at least good, and continually improving.
- The school's work to support its most able pupils is highly effective. Before-school mathematics sessions, challenging homework, work with the local high school and specially focused reading and writing activities are helping to ensure that the most able pupils are making excellent progress. A much higher than average proportion is on track to attain the highest possible Level 6 in all subjects, including grammar, punctuation and spelling, by the end of the year.

The early years provision

is good

- The leadership and management of all aspects of the early years provision are good. The Reception teacher and teaching assistant work exceptionally well together to make children's early learning interesting and memorable. They care for children very well in this small, harmonious Reception class. They have a detailed understanding children's educational needs and plan activities which ensure that they make good progress.
- Children start Reception with different skills and abilities. For example, in 2013 the skills of the majority were weaker in personal and social development than in other areas of learning, such as being imaginative, which were strong. However, they soon settle into Reception and make good progress in all areas of learning from their different starting points. In 2014 the majority entered Year 1 with the breadth of knowledge and level of skills necessary for the next phase of their learning.
- Reception staff work well together to stimulate the curiosity of children and to develop their listening and writing skills. This was the case during a phonics session where children sat in a large circle holding the edges of a circular multi-coloured parachute. Children took it in turns to retrieve picture cards from under the parachute. They sounded out words such as a 'ring', 'coin', 'bird' and 'light bulb' for their classmates to guess, before writing thoughtful sentences such as 'I have a big ring' and 'this is a shiny golden coin'.
- Children learn in well-thought-out indoor learning areas where children enjoy playing musical instruments, writing, being creative, and learning about healthy eating and using technology. Children have excellent skills in using computers. This is demonstrated by a recent 'blog' they have posted on the school's website which shows them creating various patterns and engaging in different measuring activities.
- Children are orderly and follow instructions well. This was shown when their teacher spelled out their names and initials before they quietly lined up to go into the hall.
- All staff ensure that children are kept safe. Safeguarding procedures have been carefully adapted to cover all aspects of the early years, including outdoor provision. When playing in the terraced garden and woodland play area for example, adults make sure that children wear hard hats and behave sensibly.
- Up until recently, due to the limitations of the historic building in which the school is located, access to outdoor learning areas has been restricted. However, staff and children are excited about the new covered area that has been erected on the playground which they are planning to use as often as possible.
- Staff carefully check on how well children are performing, and have developed good systems for regularly monitoring their progress and sharing information with parents. Parents submit information electronically to staff, so that staff know what skills the children are developing at home.
- Parents are very complimentary about all aspects of early years provision, and say that their children are safe, well looked after and enjoying their learning.

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	105327
Local authority	Bury
Inspection number	462343

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair	Stephen Odgen
Headteacher	Steven Ollis
Date of previous school inspection	10 April 2013
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