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Mr Rob Smith
Headteacher
Summer Lane Primary School
Summer Lane
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Dear Mr Smith

Short inspection of Summer Lane Primary School

Following my visit to the school on 5 June 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. As headteacher, you provide inspirational leadership and lead with commitment and determination. You are ably supported by your leadership team, who share your vision that Summer Lane Primary School will be 'a school to be proud of' and work effectively with you to achieve it. You have the full support of and confidence of your staff, governors, pupils, and parents and carers.

You have promoted a calm, warm and welcoming atmosphere in which pupils are happy, ready to learn and achieve well. You know your pupils and families very well. Pupils are extremely polite and well mannered. Pupils behave very well in class, in the playground and as they move around the school. They take great pride in helping each other. Pupils' work is proudly on display for all to see and enjoy.

Parents are fully supportive of the school and value the work of you and your team. As one parent commented to me, 'There is nothing I would change about this school.' Every parent who shared their view using the online survey would recommend the school to others.

You have developed a cohesive and highly effective staff team. All staff who completed the online questionnaire say that they are proud to work at the school. Subject leaders have made a significant contribution to improving the quality of teaching since the previous inspection. They are clear about the next steps in the school's development. Governors are highly knowledgeable about the school's work. They have a thorough understanding of its performance in relation to other schools

nationally and provide strong support and challenge for you and your team.

Leaders have a clear and realistic understanding of the school's strengths and areas for development. You ensure that information about pupils' standards and progress is carefully analysed. You and your staff know every pupil individually and have an in-depth knowledge of their needs. As a result of regular discussions, you know which pupils are at risk of falling behind and what support is needed to help them progress.

By the end of key stage 2, pupils are making good progress in reading, writing and mathematics. Standards are in line with the national average. However, you have rightly identified that the progress made by the most able pupils in reading and mathematics has not been as strong as it could be. Your own assessment information and work in pupils' books show that the most able pupils are now making better progress, although you are aware that there is more work to do.

At the time of the last inspection, you were asked to improve the outdoor provision in the early years and give children more opportunities to develop their writing and to learn through investigation, discovery and by solving problems. During the inspection, I observed children join in enthusiastically with well-planned activities outdoors. For example, some children were enjoying building a house by firstly measuring out the foundations of the house and then deciding how many bricks would be needed. Other children were on a 'minibeast hunt' and were carefully writing the names of the minibeasts they found. Adults skilfully develop children's communication, language, literacy and number skills. As a result, children are well prepared for Year 1.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. You have ensured that staff and governors receive appropriate training in child protection and you and your team ensure that you carry out appropriate checks on the suitability of all staff who work with pupils.

Pupils feel safe and well cared for in school. They say that there is rarely any bullying, but, if it does happen, they are confident that teachers and leaders tackle it quickly. Pupils know who to go to if they have any concerns and are confident that staff will deal effectively with any problems. Pupils get on very well with each other in class and outside on the playground. As one pupil told me, 'Everyone gets on with each other here; we're like a family.' Every parent who completed Ofsted's online questionnaire, Parent View, agreed that the school keeps pupils safe.

Inspection findings

- At the start of my visit, we agreed a number of key lines of enquiry for the inspection. My first key line of enquiry was to explore how effectively leaders are improving progress in reading and mathematics of the most able pupils through key stage 2. This was because in Year 6 in 2017 the most able pupils made

weaker progress than other pupils from their previous starting points.

- Pupils in key stage 2 are progressing well in mathematics as a result of thorough planning, good subject knowledge and effective teaching. Work in books shows that pupils' confidence and skills in number, operations and calculation are very secure. Pupils are often given time to talk to each other about their learning in mathematics. In one lesson we visited, pupils enthusiastically discussed developing a sports shop and discussed how they would make a profit. In another lesson we visited, pupils enjoyed working together to find percentages of given amounts using different strategies. Activities are open-ended and give pupils opportunities to think for themselves.
- Recent whole-school training led by the mathematics leader and work with local schools has resulted in some teachers providing more opportunities for pupils to apply their mathematical skills through completing challenging reasoning and problem-solving activities. However, our visits to classrooms and work in pupils' books showed that some teachers do not always move the most able pupils on soon enough to these more challenging activities.
- Throughout the school, pupils are enthusiastic about reading. You have successfully developed a love of reading in all pupils. Pupils enthusiastically told me about your motto 'reading is the key' and told me about their favourite books and authors such as David Walliams and Roald Dahl. Pupils also told me about the reading areas in each classroom and appreciate the variety of books on offer to them in the school's new library.
- Pupils, including the most able pupils, read accurately and fluently. You have changed the way reading comprehension is taught for older pupils and this is paying dividends. Guided-reading sessions take place each day. Pupils read challenging texts and use these to answer a range of precise questions which develop their reading skills very well. You have rightly identified that this new approach needs to become consistent across school to ensure that all pupils, especially the most able, are challenged more effectively.
- We agreed to look together at the achievement of disadvantaged pupils across key stage 2. This is because in Year 6 in 2017 disadvantaged pupils did not make as much progress from their starting points as other pupils in the school and others nationally. Their standards of attainment also lagged some way behind those of others in the school and others nationally. Inspection evidence shows that disadvantaged pupils currently in the school are making good progress. Previous differences in their achievement compared to others in the school are diminishing.
- My final line of enquiry related to attendance. This is because in 2017 persistent absence increased and was higher than the national average. You expect all pupils to attend regularly. You work closely and effectively with agencies to support pupils and their families. You make good use of well-established procedures to check pupils' attendance and act quickly and decisively in the case of any unexplained or unauthorised absence to ensure that pupils are safe. You

have introduced a range of initiatives to encourage pupils to come to school. As a result, pupils' attendance is improving and fewer pupils are persistently absent.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the most able pupils are moved on to more challenging activities sooner and given opportunities to apply their mathematical skills through reasoning and problem-solving
- the new approach to developing pupils' reading skills is embedded further across the school to improve the progress of all pupils, especially the most able pupils.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Barnsley. This letter will be published on the Ofsted website.

Yours sincerely

Mark Randall
Ofsted Inspector

Information about the inspection

During the inspection I met with you, your two assistant headteachers, your mathematics and pupil premium leaders, three parents, two members of the governing body, and a representative from the local authority. I also met with the school business manager to discuss safeguarding and attendance. I talked with small groups of pupils informally in lessons and during playtime and lunchtime. Along with you and your assistant headteachers, I visited classes and looked at current English and mathematics books from pupils in key stage 2. I also listened to some pupils read.

I examined a range of documentation, including documents relating to attendance and safeguarding. I took account of the minutes of the governing body's meetings, the school's evaluation of how well it is doing, the school's development plan and the school's assessment information. I reviewed the school's website. As part of the inspection, I considered the 18 responses from parents to Ofsted's online questionnaire, Parent View. I also considered 13 responses to the staff questionnaire.