

Inspection of a good school: Summer Lane Primary

Summer Lane, Barnsley, South Yorkshire S75 2BB

Inspection dates:

15 to 16 November 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils enjoy coming to this happy, caring school. They are friendly and keen to talk about what they like about their school. They talk about the school being respectful. They show respect for each other and for staff. Older pupils relish the leadership roles that they are asked to perform such as school councillors, prefects, sports leaders, and buddies. Pupils enjoy the range of extra-curricular clubs on offer, which includes music and a good range of sports.

Pupils behave very well. At social times, there is a lovely atmosphere as pupils interact with each other. Pupils engage enthusiastically with their lessons, responding well to the interesting work and varied activities that teachers provide for them. Teachers have high expectations of their pupils and in some subjects, such as English and mathematics, pupils learn well. In some other subjects, pupils do not learn effectively because the curriculum is not as well planned as it needs to be.

All the parents and carers who spoke to the inspector were positive about the school. Staff are proud to work at the school.

What does the school do well and what does it need to do better?

The school is ambitious for all its pupils. The school has remodelled its curriculum, and in some subjects this work has been very effective. However, there is still a great deal of work to do in developing other subjects. In these subjects, it is not sufficiently clear what key knowledge pupils will learn as they move through the school. This means that teachers are unable to effectively check that pupils' knowledge builds well over time. It also prevents leaders and governors from effectively reviewing and evaluating the quality of education provided. The school agrees that addressing these issues is an important next step.

Reading is a priority for the school. The school has recently invested in enhanced staff training. Staff are very positive about the support they receive so that they are confident in their ability to teach pupils to read. Pupils are taught phonics through a carefully sequenced programme, which starts in early years. There are opportunities for pupils to access extra support and programmes for older pupils who are still having difficulties with their reading. The books that early readers practise with match their knowledge of letters and the sounds they represent. However, some of the text that is presented to early readers in other lessons does not match this knowledge. Older pupils speak positively about reading and talk about the books they enjoy.

Pupils enjoy mathematics; often saying it is a favourite subject. Teachers explain things well and expect pupils to be able to justify their answers. The new curriculum is giving pupils more opportunities to solve problems to deepen their understanding. Older pupils have good knowledge of their multiplication tables. Pupils with special educational needs and/or disabilities are well provided for. Most are able to access, with support, the same work as their peers. When necessary, a bespoke programme is created.

The curriculum for mathematics starts in the early years. Children in Nursery can already count to four and children in Reception learn about 'more' or 'less'. In early years, children learn a wide-ranging curriculum that prepares them for the subjects they will learn as they move up through the school.

Several subjects are delivered through a thematic approach. This means that there are helpful links created. In art, for instance, pupils in Year 3 and 4 learn to draw faces, using a sculpture of the emperor Hadrian as a stimulus from studying the Romans in history. Year 1 and 2 pupils look at how to make the colour blue lighter, having looked at a picture of penguins in their natural habitat. The curriculum in art allows pupils to gain the knowledge to create increasingly complex work. They practise new techniques in their sketchbooks, although there are some gaps in their knowledge. In other subjects, such as history and geography, the gaps in pupils' knowledge are more significant. Pupils have some fundamental misconceptions, even on topics that they have studied recently. Some parents are concerned that they are not well informed about what their children are learning.

The personal development of pupils is a priority for the school. There is a strong personal, social and health education curriculum. Pupils are able to talk, for instance, about how to remain safe online. The school ensures that the curriculum is enriched by trips. To support their reading, pupils make visits to the local library. Pupils are clear that bullying is a rare event, and that if it happens teachers deal with it promptly.

The school's emphasis on pupils' personal development supports the very good behaviour of pupils. Good behaviour is based on the excellent relationships between staff and pupils and on clear routines that are consistently used by staff.

Following a review with the local authority, weaknesses have been identified in the way that governors work. A rapid improvement committee has been established to support the governing body and this is already having a positive impact. However, governors do not

yet have the skills or established procedures to check and evaluate the quality of education on offer. This hampers their ability to effectively hold leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers are not sufficiently clear what the key knowledge is that pupils must learn. This means that pupils do not always learn what they need to in order to build their knowledge over time. The school must ensure that all topics have the key knowledge identified, and that teachers check that pupils have gained the knowledge that they need.
- In some subjects, leaders do not systematically check that the intended curriculum is being delivered and that pupils are remembering what is expected. Leaders must ensure that they are able to check the impact of the curriculum, so that they are confident that pupils have gained the required knowledge over time.
- Governors do not effectively hold leaders to account for the quality of education provided. Governors must develop the expertise and procedures so that they are assured that the quality of education in all subjects is good, with pupils learning what is expected and required.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	131459
Local authority	Barnsley
Inspection number	10290126
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	The governing body
Chair of governing body	Peter Bell
Headteacher	Rob Smith
Website	http://www.summerlaneprimary.co.uk
Date of previous inspection	5 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics, and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector met with the headteacher, senior leaders, subject leaders, and other members of staff. The inspector met with those responsible for governance, including the chair of the governing body and rapid improvement committee and three other governors.

- The inspector observed pupils' behaviour in lessons, at breaktimes and at lunchtimes. He gathered pupils' views from both formal and informal discussions.
- The inspector scrutinised a range of documentation, including the school's self-evaluation and improvement plan.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the school's single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with parents and carers. He took account of the responses to Ofsted's parent survey, Ofsted Parent View. The inspector also took account of the responses to Ofsted's staff survey.

Inspection team

Andrew Cummings, lead inspector

Ofsted Inspector

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