



Summerseat Methodist Primary School

Inspection Report

Unique Reference Number 105327
LEA Bury
Inspection number 277338
Inspection dates 13 March 2006 to 14 March 2006
Reporting inspector Mrs Delia Hiscock CfBT Lead Inspector

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

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|------------------------------------|----------------------|---------------------------|--------------------------|
| Type of school | Primary | School address | Rowlands Road |
| School category | Voluntary controlled | | Summerseat |
| Age range of pupils | 4 to 11 | | Bury, Lancashire BL9 5NF |
| Gender of pupils | Mixed | Telephone number | 01706 823427 |
| Number on roll | 104 | Fax number | 01706 828347 |
| Appropriate authority | The governing body | Chair of governors | Mrs J Rothwell |
| Date of previous inspection | 18 September 2000 | Headteacher | Mr M Golding |

| Age group | Inspection dates | Inspection number |
|-----------|----------------------------------|-------------------|
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

Summerseat Methodist Primary is a small and popular school located in the village of Summerseat. Pupils come from a range of backgrounds. On entering school, most pupils' skills are above average. Very few pupils are eligible for free school meals. The vast majority of pupils are of white British heritage and all speak English as their first language. The proportion of pupils identified as having learning difficulties and/or disabilities is lower than average.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. The school's self-evaluation supports this view and judges overall effectiveness to be outstanding. However, the inspection judgement is that some further improvements are required to achieve this level. The quality of care and support for pupils is outstanding and so pupils mature into confident, personable individuals who have good skills for the future. High quality personal development and well-being has led to exemplary behaviour and the respect that pupils have for others. The leadership of the headteacher and deputy headteacher is outstanding. Together with strong governance, they have built a successful team that has generally sustained the high level of attainment, dealt with previous issues and embraced some innovation in the curriculum. Since the previous inspection, provision for information and communication technology (ICT) and the Foundation Stage have improved. In addition, the school's accommodation has been extended very well. Pupils are at the heart of the school and so they enjoy school a lot. Children in Reception (Foundation Stage) get off to a good start. The quality of teaching and learning is consistently good in all classes, and sometimes, is very exciting. The school recognises that junior pupils would benefit from more guidance as to how they might improve in their studies and from more opportunities to develop further, their story writing skills. Parents greatly value the school and because of this, the school is oversubscribed. Given the average amount of funds the school receives and the good outcomes for pupils, the school provides good value for money. There is outstanding capacity to move the school forward.

What the school should do to improve further

- Build on the good qualities of guidance by setting challenging goals for junior pupils to aspire to.
- Plan more opportunities for pupils to develop their story writing skills.

Achievement and standards

Grade: 2

Children make good progress in the Foundation Stage and particularly so in their early skills for communication and mathematics. At the end of their Reception Year, almost all the children have met and a number have exceeded the goals set for this age.

Attainment is often well above average by the end of Key Stage 1 in reading and mathematics, and slightly better than average in writing. Although national test results at the end of Key Stage 2 in 2005 suggest a downturn in attainment, this is not the case. The small number of pupils in each year mean that test results do not always reflect a true picture of achievement. Pupils' work confirms the school's view that all pupils achieve well, including those with learning difficulties and/or disabilities, and higher attaining pupils. Trends show that the generally high level of attainment at the end of Key Stage 2 is sustained. Pupils make good progress from the end of Year 2 to generally meet the challenging targets set in English, mathematics and science. That

said, pupils' reading skills are strong. Their information writing is stronger than story writing.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils really enjoy school. They work really hard, and are enthusiastic about learning and the activities provided so their attendance is good. They say that they feel safe in school and that there are adults in whom they can place their trust. They are exceptionally polite and courteous to visitors and very kind towards their classmates. The school council is involved in decision-making. They consult with others well and follow up action points effectively. Pupils have a very good understanding of what it is to be healthy and safe, and convey their views exceptionally well in their work. Provision for spiritual, moral, and social development is of a high quality. The shared family ethos is evident in assemblies, around the school and in the care taken by older pupils for younger ones. The wealth of art and music in which all pupils can take part, greatly enriches pupils' awareness of cultural diversity. Pupils' outstanding collaborative skills, the efforts they make in their work and notably in their independent use of ICT, equip them very well for the future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Staff plan plenty of interesting, first-hand activities that make pupils think and encourage them to work things out for themselves. There are some outstanding features of teaching and learning that help pupils to become confident learners and listeners. In the best lessons, teachers vary the pace, cater for the different ways that pupils learn best, and encourage collaboration. All the teachers prepare lessons well for the mixed ages in their classes and for different abilities. Interactive whiteboards are used effectively and make learning more accessible. These features help to deepen pupils' understanding and often make learning fun. In Reception, children get off to a good start in their skills and independence. Astute intervention helps pupils with learning difficulties and/or disabilities to make good progress towards the small steps set for them.

Teachers make good use of assessment information to ensure that all pupils work at a good pace. The quality of marking is good and so most pupils know what they need to do to improve features of their work. However, junior pupils would benefit from knowing exactly what they are expected to attain in their studies, so that they might take greater responsibility for their own learning in preparation for the future.

Curriculum and other activities

Grade: 2

The curriculum is good. Statutory requirements are met and the needs of pupils are well provided for, including those with learning difficulties and/or disabilities. Huge improvements have been made in the accommodation, provision for the Foundation Stage and Year 1, to deal with previous shortfalls. Recent innovations in the curriculum such as Mexican Day, French lessons and Big Art Week, extend and enrich pupils' skills as they work across age groups. The importance of relationships, and of keeping safe and healthy is well planned into the curriculum through a series of lessons that develop pupils' awareness of the choices they may face in the future. Pupils participate well in and perform in musical activities, orchestral work and the sporting activities supported by partner high schools. Good use is made of digital film-making, presentations and the skills of ICT. Literacy and numeracy feature well in pupils' studies; there are some outstanding short pieces of both imaginative and factual writing. However, pupils would benefit from more opportunities to write stories to raise their attainment even higher.

Care, guidance and support

Grade: 2

Overall, the quality of care, guidance and support is good. The inspection confirms the school's view that the care provided for pupils is outstanding but that the level of guidance could be better. Children settle quickly as they start in Reception because of the care and help they receive. Risk assessments demonstrate a strong commitment to pupils' safety and child protection procedures are well established. Pupils say they are well supported and feel able to speak with a member of staff about any worries they may have. Pupils with learning difficulties and/or disabilities are well supported and guided towards their targets or programme of activities. Teachers check pupils' progress and personal development very well, and they mark pupils' work effectively, but older juniors would benefit from knowing what they might aspire to attain. This would help to prepare them for future learning.

Leadership and management

Grade: 2

Inspection confirms the school's view that leadership and management are good. The leadership of the headteacher and deputy is outstanding. Working with governors and staff, they have welcomed innovation into the curriculum, and made huge improvements in many areas. These include the leadership of and provision for the Foundation Stage, features of teaching and learning, achievement in ICT, and the school accommodation. In addition, well above average attainment has been sustained. A strength of the school is the capacity to identify need and take action. In response to test scores, for example, the school rigorously checked the progress made by higher attaining pupils to ensure that they continue to make good progress from earlier attainment. This demonstrates that there is no complacency. Self-evaluation is at the heart of the work

of leadership, and everyone's view is sought, including that of the Church, parents, and the village community, all of whom think highly of the school and whose views are taken into account and acted upon. Beneficial links with other schools and outside agencies extend the expertise the school can draw upon to augment learning and support pupils' needs. The school has plans to explain to pupils what they need to attain. With more opportunities planned for pupils to develop their narrative writing, their attainment could be even higher.

Governors play a key strategic role. They fulfil their responsibilities well and work closely with the school community to plan improvements. They use their expertise very well to steer the way forward resourcefully. Given the good outcomes, use of grants to build the new classroom, and average level of funds available, the school makes shrewd use of resources available. The common purpose and successful track record of development demonstrate the school's excellent capacity to move forward.

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Inspection judgements

| | | |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 2 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 2 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

I really enjoyed my visit to your school. Thank you very much for being so friendly and talking to me about all you do in school.

I would like to tell you what I thought about your school. I agree with you when you said, 'It's great, everyone's really friendly and we help each other'.

All the teachers and adults in the school care a lot for you and try really hard to make sure you do well in your lessons. The teachers do a good job of providing lots of interesting and exciting things for you to learn. Your attendance at school and your behaviour is really good. I can see also that you listen really well and that you care a lot about each other. You really enjoy school and want to do well.

You are taught lots of good things. You know a lot about staying safe and healthy. I enjoyed reading your messages about these things.

There are many super things about your school, especially the way that everyone works so well together. To help make sure that everyone can do their best I have asked your teachers to:

- tell you what you could do to get even higher standards than you do now
- give you more opportunities to write stories so that you can make these as good as your super fact writing skills.

Good luck for the future!