

Sutton-Cum-Lound CofE School

Inspection report

Unique Reference Number	122809
Local Authority	Nottinghamshire
Inspection number	359308
Inspection dates	27–28 January 2011
Reporting inspector	Lois Furness

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	The governing body
Chair	Marion Strange
Headteacher	Clare MacKinder
Date of previous school inspection	14 January 2008
School address	Portland Place Sutton-Cum-Lound, Retford DN22 8PP
Telephone number	01777 705990
Fax number	01777 705990
Email address	admin.office@suttonlound.notts.sch.uk

Age group	4–11
Inspection dates	27–28 January 2011
Inspection number	359308

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. Nine lessons were observed and three teachers seen. Meetings were held with groups of pupils, members of the governing body, staff and the School Improvement Partner. The inspectors observed the school's work and scrutinised documentation including the school improvement plan, teachers' planning, pupils' work, assessment records, safeguarding documentation and the School Improvement Partner's reports. In total, 26 parents' and carers' questionnaires were analysed as well as 35 pupil questionnaires. Seven staff questionnaires were also considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The accuracy of the school's evaluation of learning and progress and achievement.
- How well assessment information is used to inform next steps of learning and how well pupils are involved in improving their learning.
- The impact of leadership, including governance, on learning, progress and resulting achievement.
- Pupils' understanding of the multicultural world in which they live.

Information about the school

In July 2010, this much smaller than average primary school became a part of a collaboration of three small village schools with one executive headteacher leading all three schools. The executive headteacher is on site for approximately two days a week, and on the remaining three days, the school is managed by the head of school. Almost all pupils are White British, with a very small number of Traveller pupils attending. The proportion of pupils with special educational needs and/or disabilities is broadly average and there are no pupils with a statement of special educational needs. The number of pupils known to be eligible for free school meals is broadly average. Early Years Foundation Stage provision is provided in Class 1 which also consists of pupils in Years 1 and 2. Class 2 is composed of Year 3 pupils, and Class 3 is made up of pupils in Years 4, 5 and 6. Portland Place Pre-School is also on site but, as this is not managed by the governing body it was not part of this inspection. The school has attained an Eco award and is working towards Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Sutton-Cum-Lound Primary School provides a satisfactory education. There are strengths in pupils' personal development, and in the care, guidance and support provided for them. Relationships between adults and pupils are good, resulting in pupils enjoying school, feeling safe and confident any concerns they have will be dealt with effectively. Parents and carers have positive opinions of the school and this comment by one parent is typical of many others: 'This school involves the whole community and, since first attending, our child has been made most welcome, he has come out of his shell, and is a different child altogether.' Pupils make a good contribution to the community taking on such responsibilities as school councillors, managing the tuck shop and involvement in litter-picking campaigns in the village and other activities in the local community. However, the school does not sufficiently promote or evaluate the pupils' knowledge and understanding of the diversity of culture found within and beyond the United Kingdom. In all other respects the pupils' spiritual, moral, social and cultural development is good.

Children get a good start to school life in the Early Years Foundation Stage. They are happy at their work and make good progress. As a result of good teaching, good progress continues throughout Years 1 and 2. Here adults interact effectively with all pupils, and they make good use of assessment information, including specifically targeted questioning, to ensure all pupils make good progress. However this good progress is not maintained throughout Years 3 to 6. In these year groups, progress is satisfactory and attainment is broadly average by the end of Year 6. Reading attainment is higher than in writing and mathematics. Not enough time is devoted every day to the focused teaching of English and mathematics and this slows progress in these subjects. Information about what pupils know already is not used well enough to plan appropriate learning to meet the needs of all pupils. Pupils are enthusiastic learners and eagerly answer questions; teachers do not use effective strategies to ensure that all take part in these sessions. While there are examples of good marking, it does not consistently identify why work is good, or how pupils can improve. Also, pupils are not given time to respond to the good advice given, and there is limited evidence of pupils developing their self-assessment skills.

The newly appointed executive headteacher has quickly gained the respect of the governing body, staff and pupils and she has an accurate view of the school's strengths and weaknesses. Self-evaluation is over-generous however, and evaluation of achievement does not take enough consideration of pupils' learning and progress year by year. Lesson observations do not evaluate well enough the impact of teaching on learning. The scrutiny of planning, pupils' work and pupil progress meetings are not incisive enough to hold staff accountable for all aspects of the progress of pupils. The lack of a weekly timetable means the leadership is unable to check the breadth and balance of pupils' learning. A good plan is in place to rectify weaknesses in teaching and learning, but this has not had sufficient time to accelerate pupils' progress from satisfactory to good. Not all

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

staff with leadership responsibilities are sufficiently skilled in monitoring and evaluation activities. Even so, the drive and determination of the executive headteacher, the willingness of staff to try new ideas, and the improving trend in reading attainment show the school has satisfactory capacity to improve further.

What does the school need to do to improve further?

- Ensure pupils' progress in Years 3 to 6, in writing and mathematics, is at least good by:
 - staff using assessment information rigorously to plan tasks that focus clearly on pupils' learning, rather than the activities to be carried out
 - providing more time for focused daily teaching of English and mathematics
 - using strategies to increase pupils' involvement in all parts of lessons
 - ensuring marking clearly identifies how pupils can improve their work, teachers providing pupils with time to respond to the feedback given, and developing pupils' self assessment skills.
- Strengthen monitoring and evaluation procedures by:
 - establishing a rigorous cycle of the scrutiny of planning, lesson observation and book analysis focusing on pupils' learning
 - holding staff accountable for the progress of pupils and raising expectations regarding pupils' progress over a year
 - implementing a weekly timetable in order to monitor the breadth and balance of the curriculum
 - developing leaders' skills in effective monitoring and evaluation.
- Develop pupils' knowledge and understanding of cultural diversity by:
 - establishing links with communities within the United Kingdom and globally which represent cultures different from those found within school and in the local community
 - regularly monitoring and evaluating the impact of these links on pupils' attitudes, values and cultural development.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The majority of children start school in Reception with attainment that is broadly in line with age-related expectations although this can vary considerably given such small cohorts. Achievement is satisfactory overall although progress is good in lessons where expectations are high. For example, in Years 1 and 2, the more-able pupils were challenged to explore different groups of numbers, while others identified numbers before and after a given number. However, in too many lessons in Years 3 to 6, the pace of learning is no better than satisfactory. There is no sense of urgency; pupils are not told

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

how much work is expected to be completed by the end of the lesson. Not enough time is given to the direct teaching of writing and mathematics in these year groups. In Years 1 and 2, writing is taught well. For example, pupils were shown how to write an invitation to a Chinese meal. Such modelling of writing is not a strong feature in Years 3 to 6. Pupils with special educational needs and/or disabilities make similar progress to their peers as do more-able pupils and Traveller pupils. No significant difference in the attainment of boys and girls was observed during the inspection.

Pupils know how to keep healthy, and enjoy the range of physical activities provided. They are proud of their vegetable garden where they grow, eat and sell produce to the school kitchen. Pupils understand how to keep safe. For example, they know of the importance of wearing seat belts, and Year 6 pupils are involved in Young Leaders' training which includes aspects of safe play. Behaviour is good and pupils enjoy school. They play well together and are polite and considerate. Responsibilities are undertaken enthusiastically. Although pupils interact well with each other and with the local community, they do not have sufficient opportunities to interact with others from different communities within the United Kingdom or more globally. Pupils have a secure understanding of right and wrong, and understand the importance of tolerance. Strong links with the local church increase pupils' awareness of religious concepts and reinforce the school's values. Broadly average literacy and numeracy skills, alongside pupils' good personal skills and average attendance, mean that they are satisfactorily prepared for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

How effective is the provision?

Pupils' good behaviour means minimum time is wasted during lessons; pupils try hard to complete their work. They work well together and willingly share ideas and resources. In almost all lessons observed, the purpose was shared with pupils, but at times this was the activity intended rather than what the pupils were expected to learn. Much of the work of pupils in Years 3 to 6 is on loose leaf paper and progression in learning is not clearly evident. Pupils are unable to refer back easily to completed tasks to help them to develop their ideas further. Teaching assistants are deployed well to support groups, particularly those with special educational needs and/or disabilities, and ensure they are involved in all activities.

Much time has been spent in making links between subjects and making learning relevant to pupils. In this there has been success, and pupils say how much they are enjoying their topic work on Egypt, for example. However, in doing so, there has been too much emphasis on curriculum content rather than ensuring progression in skills particularly in writing and mathematics. The methodology of an integrated day, whereby pupils undertake a range of activities such as painting, spelling, mathematics and reading, does not ensure the good progress of all pupils in these subjects. The curriculum to support pupils' personal, social and health education has been more effective as shown by pupils' good outcomes in these aspects of their development.

Adults take good care of pupils and parents and carers agree that the school provides a safe environment. Good partnerships with external agencies contribute to giving pupils the support they need, especially those with special educational needs and/or disabilities, and those whose circumstances make them vulnerable. The morning breakfast club is appreciated by parents and carers as it provides their children with a healthy and happy start to the school day.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff questionnaires show morale to be high and the executive headteacher has effectively ensured her aims for improvement are shared by all. Although leaders and managers, including the governing body, are determined to eliminate uneven progress, there is still more to do to accelerate achievement and to secure consistently good teaching and learning. Evaluation does not identify rigorously enough what is necessary to secure improvement. At times, there is too much acceptance of the influence of small numbers of pupils skewing assessment data. Leaders do not analyse data sufficiently well to monitor

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

the progress of each pupil and check that pupils are being taught exactly the things they need in order to improve. While the school is effective in ensuring equal opportunities for those with specific needs and in preventing discrimination, it is less successful in promoting consistently good progress for all.

The governing body is supportive and is working hard to be strategically involved in the school's work. Strengths and weaknesses are known and the role of 'critical friend' is developing. All requirements for safeguarding pupils' health and well-being meet statutory requirements. Appropriate checks have been made on all adults working within school and the governing body ensures all policies and procedures are reviewed regularly.

There is good engagement with parents and carers, and with partners such as other local schools, to support pupils' learning and well-being. The effect of the collaboration is already proving successful, as the skills of staff in another school are used to improve provision in this. Community cohesion is strong within the school and the local community. However, links with other communities within the United Kingdom and the wider world are at the planning stage. As yet, the school does not evaluate the impact of its work on promoting community cohesion on pupils' attitudes and values.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The youngest children are happy, well cared for and enjoy what they are doing. Relationships with adults are good and this is a view shared by parents and carers. Activities are interesting, such as building a model village, or making music in the 'sound studio.' Children make good progress from their broadly average starting points and on entry to Year 1 attainment is average and often above average. Detailed planning identifies learning outcomes intended from each activity or lesson, and assessment information is used well to reshape children's thinking, for example, through careful

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

questioning and discussion. Adults make good use of resources both inside and outside the classroom, encouraging children to experiment and learn through play and exploration. There is a good balance between indoor and outdoor learning, and between those activities which are adult-led and those initiated by children themselves. Induction procedures are good and the school works closely with the local pre-school to effectively aid transition. Leadership and management of this key stage are good and all welfare requirements are securely in place.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An above average number of parents and carers responded to the Ofsted questionnaire. Most parents and carers are happy with the school's work. All say their children enjoy school; their children are kept safe and the teaching is good. There are no areas that a significant number of parents and carers are unhappy about.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sutton-Cum-Lound CofE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 26 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	73	7	27	0	0	0	0
The school keeps my child safe	19	73	7	27	0	0	0	0
My school informs me about my child's progress	13	50	11	42	2	8	0	0
My child is making enough progress at this school	14	54	10	38	1	4	0	0
The teaching is good at this school	17	65	9	35	0	0	0	0
The school helps me to support my child's learning	14	54	10	38	1	4	0	0
The school helps my child to have a healthy lifestyle	17	65	6	23	3	12	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	54	11	42	0	0	0	0
The school meets my child's particular needs	16	62	8	31	0	0	0	0
The school deals effectively with unacceptable behaviour	14	54	9	35	2	8	0	0
The school takes account of my suggestions and concerns	13	50	9	35	1	4	0	0
The school is led and managed effectively	15	58	8	31	2	8	0	0
Overall, I am happy with my child's experience at this school	19	73	5	19	2	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



31 January 2011

Dear Pupils

Inspection of Sutton-Cum-Lound CofE School, Retford, DN22 8PP

Thank you very much for the warm welcome you gave us when we visited your school recently. We really enjoyed meeting all of you, and seeing you work and play. We learned a great deal about your school and this letter is to tell you what we found. Your school is providing you with a satisfactory education. There are things that are good and others that could be better.

These are some of the good things: you all behave well and are very polite to visitors and to each other. You are kind and thoughtful and do lots to help each other in school and in the local community. We are sure your parents and carers are very proud of you. You have a good understanding of the importance of leading a healthy lifestyle, and we are glad you all feel safe in school. The gardening club is a great idea as it helps you to eat more healthily. The adults in school take good care of you, and this means you are all confident that they will help you if you are worried about anything. Those of you in Class 1 learn lots of interesting things and make good progress. I am really sorry that I am not able to attend your Chinese meal and thank you for your kind invitation to attend this.

Although your progress in Class 1 is good it slows a little in Classes 2 and 3. We think your progress is better in reading, than in writing and mathematics. We have asked the school's leaders to make sure teachers use information carefully about what you know already, so you are all given the right activities to ensure you all learn as fast as you can. We have also asked leaders to check regularly that this is happening. Finally, although you know lots about the local community, you do not have enough opportunities to learn about different cultures in the United Kingdom and in the wider world.

Thank you again for your help with the inspection. You can also help your teachers by asking them to give you time to reply to their useful marking comments.

Yours sincerely

Lois Furness

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.