

# Sutton CofE VC Primary School

## Inspection report

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<b>Unique Reference Number</b>	110802
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	363770
<b>Inspection dates</b>	23–24 June 2011
<b>Reporting inspector</b>	Paul Brooker HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	289
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Read
<b>Headteacher</b>	Gill Gilbert
<b>Date of previous school inspection</b>	18 March 2010
<b>School address</b>	The Brook Ely CB6 2PU
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<b>Email address</b>	office@sutton.cambs.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed the school's work and scrutinised the documentation relating to the safeguarding of pupils, the progress that different groups of pupils are making in their learning and in their personal development. In total, 14 teachers were observed in the 17 lesson observations. Inspectors analysed 107 questionnaire responses from parents and carers in addition to the questionnaires returned by staff and a sample of 101 pupils. Meetings were held with groups of pupils, nominated staff and with a representative of the governing body.

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

- Has the school's leadership made significant and sustainable improvement in raising standards since the last inspection?
- Across the school, have rates of progress accelerated, particularly in writing and in science?
- How rigorously and effectively does the school make use of assessment data to drive improvement and evaluate the impact of its work?

## Information about the school

This larger-than-average primary school serves the village and its surrounding rural area. Most pupils are from White British backgrounds. The proportion known to be eligible for free school meals is below average. The proportion of pupils identified as having special educational needs and/or disabilities, including those with a statement of special educational needs, is above the national figure. When the school was last inspected it was given notice to improve because significant improvement was required in relation to raising standards and improving pupils' progress.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement.

The school has made rapid and sustained improvement since the last inspection and is on a secure trajectory of improvement. The headteacher has effectively galvanised the collective efforts of all staff so that improvements are driven by leaders and managers at every level. There has been significant improvement to all aspects of the school's provision. Consequently, the school has maintained the positive outcomes achieved in regard to pupils' personal development and well-being, which were notable strengths at the last inspection, and has strengthened significantly their academic outcomes. The school's most recent results in 2010 reversed the previous year's dip; standards at both Key Stage 1 and Key Stage 2 were above those found nationally. The school's robust assessment information indicates further acceleration in pupil progress during the current year so that levels of attainment are set to rise further in 2011 and beyond.

Achievement is good because all groups of pupils, including those with special educational needs and/or disabilities, make good progress in lessons and over time. Since the last inspection much has been done to strengthen teaching and the curriculum, both of which are good. Lessons present suitable challenge to pupils because they are well planned, skilfully delivered and set challenging outcomes for different groups. However, the core subjects of English, mathematics and science are more sharply focused than other foundation subjects, where work sometimes lacks challenge for all groups of pupils. Rigorous assessment and detailed marking are notable strengths of teaching. Pupils know their targets and what they need to do to improve, but they do not routinely respond to the clear guidance given in marking because teachers do not always follow up their advice.

The promotion of equality of opportunity is at the heart of the school's work. Sophisticated monitoring informs very well-targeted support and ensures that all pupils are encouraged to participate fully and achieve well, and that any unevenness between different groups is minimised. Care, guidance and support are outstanding. Excellent attention is given to all aspects of the care and support provided to promote pupils' well-being, learning and personal development. The school's safe and supportive environment encourages pupils to mature as confident and articulate young people who develop the essential attitudes that prepare them well for the next stage of their education and later life. The pupils' very good behaviour reflects their positive attitudes and good social and moral development. Pupils' spiritual and cultural development is less evident because they have too few opportunities to broaden their knowledge and understanding in these areas.

The school has been strengthened by the actions taken by the headteacher to develop leadership responsibility at all levels. Since the last inspection the school has eradicated

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weaknesses and secured sustainable improvement. Senior leaders and the governing body have a good understanding of the school's strengths and priorities for development because procedures for monitoring the school's work and performance are systematic and effective. Planned actions are well informed by rigorous assessment and analysis. The school has demonstrated good capacity to maintain and extend its recent improvement.

## **What does the school need to do to improve further?**

- Improve the impact of marking by ensuring that teachers and pupils follow up the guidance given.
- Review and strengthen wider curriculum provision, so that:
  - pupils' learning in foundation subjects is more sharply focused and suitably challenging for different groups
  - there are more frequent opportunities to broaden the cultural and spiritual aspects of pupils' personal development.

## **Outcomes for individuals and groups of pupils**

**2**

Standards have risen since the last inspection and are above national figures. The school has developed rigorous systems for tracking the progress of pupils from their starting points in the Early Years Foundation Stage and through Key Stages 1 and 2. Systematic analysis and rigorous review of this information indicates that progress is accelerating for all groups of pupils, including those with special educational needs and/or disabilities. The increases are most evident in writing and in science, areas that were weak previously. Attainment at both Key Stage 1 and Key Stage 2 in 2010 was above national figures, and the increases have been sustained this year.

In the large majority of lessons observed during the inspection the quality of learning was good. When teaching was ambitious and expertly managed, the pupils made outstanding progress because their enthusiasm and interest was skilfully harnessed with stimulating learning activities. Around the school, in assembly and at break and lunch time, the pupils' behaviour is exemplary. In most, but not all, lessons their behaviour and attitudes make a strongly positive contribution to their learning. From an early age the pupils develop the skills and attitudes that equip them well for later life. They know how to stay safe and healthy and readily assume responsibility within their own school. There is good participation in out-of-school enrichment activities, and pupils are proud of the improvements they have made through the work of their school council. There has been steady improvement in levels of attendance in recent years.

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*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

Day-to-day teaching is good, and some is outstanding. Since the last inspection the quality of teaching in the core subjects of English, mathematics and science has been strengthened significantly. The timely and rigorous use of assessment has highlighted residual weaknesses, which have been suitably addressed by revising schemes of work, improving short-term planning and supporting weaker practice. The sharp focus of lessons enables teachers to move at a brisk pace and use questioning purposefully to build pupils' understanding and check their progress. Pair and group work is used judiciously to extend learning, particularly when teachers and teaching assistants use probing questions to develop pupils' independent inquiry skills. Assessment is used very effectively to plan lessons, to set pupils challenging targets and to review their progress. Marking is very detailed and informative, but does not have the impact that it should because too little time or emphasis is given to following up the guidance given.

The curriculum provides well-organised and imaginative opportunities for learning. Recent developments in science have been particularly impressive, but the school recognises that the wider curriculum needs reviewing to ensure that it provides a broad range of experiences which can contribute to the pupils' personal development, for example their interest in and understanding of different people's beliefs and cultural values.

Scrupulous attention is given to every aspect of care, guidance and support, and paramount importance is placed on meeting pupils' individual needs and ensuring their full

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participation and engagement. Support for pupils with special educational needs and/or disabilities is excellent.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Strategic leadership, including governance, and day-to-day management are strong and effective. The headteacher has led the school's recovery with determination and energy, and has skilfully delegated responsibility to the very capable team of middle leaders who drive improvement well. Ambition is rooted at all levels and a constructive climate for the school's continuing improvement is well embedded. Staff have responded positively to the high-quality support and guidance provided by the local authority. Necessary improvements have consequently been implemented effectively, successfully strengthening provision and outcomes.

The school meets all regulations and duties in regard to safeguarding and adopts recommended good practice across all areas of its work. From an early age, pupils have a strong understanding of how to keep themselves safe.

Procedures for monitoring the school's performance are systematic and thorough, and suitably involve governors. The governing body is knowledgeable about the school and is able to provide appropriate levels of support and challenge. The school's cycle of monitoring, analysis and evaluation is sophisticated and highly influential in improving its impact and effectiveness. The school is a very inclusive and cohesive community because equality of opportunity is of paramount importance. Adults know pupils very well and the performance and participation of individuals is carefully monitored to ensure that all can make the best of the opportunities provided by the school. The promotion of community cohesion is satisfactory, although the school has few external links to develop pupils' wider experiences and understanding beyond their immediate context.

Parents and carers are well informed about their children's progress and development. The school has a highly positive relationship with most parents and carers, based on good communication and proactive initiatives such as the science and art learning days, which parents and carers really appreciate.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start school with skills that are broadly in line with those expected for their age. They make good progress during the Reception Year because teaching is consistently good and often outstanding, particularly in the teacher-led sessions. Learning outcomes at the end of the Early Years Foundation Stage are in line with or above the national average. Lessons make imaginative use of resources to engage the children's interest and strike a good balance between adult-led and child-initiated activity. From the outset, children are encouraged to develop independence and make positive choices in the work and their social interactions. For example, children readily chose to practise their writing and are routinely involved in checking the safety of the play equipment that they use. Children learn to collaborate and also develop considerable independence and perseverance. These attitudes and dispositions provide a firm platform for their learning in Key Stage 1.

New systems for assessing and monitoring the children's progress are comprehensive and effective. Adults use assessment information to provide a good variety of activities and experiences to meet children's different needs, so that all are included. Leaders recognise the need to develop the use of the outdoor area so that children can benefit from better opportunities to move between the indoors and outdoors.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parents and carers who returned the inspection questionnaire were overwhelmingly positive about the school's provision and their child's enjoyment of school. A number specifically praised the efforts and support provided by the school. Inspectors found ample evidence to support the positive responses. Most parents and carers say that they are well informed about progress, but a few say that the school does not take account of their suggestions and concerns. One or two gave specific occasions when the school had not communicated swiftly enough. Inspectors found the school's communication systems to be thorough and efficient and it is clear that it has worked hard to strengthen home-school links. Inspection evidence indicates that engagement with parents and carers is good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sutton CofE VC Primary 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 289 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	42	56	52	6	6	0	0
The school keeps my child safe	59	55	43	40	2	2	3	3
My school informs me about my child's progress	32	30	70	65	4	4	1	1
My child is making enough progress at this school	30	28	61	57	10	9	1	1
The teaching is good at this school	36	34	64	60	6	6	0	0
The school helps me to support my child's learning	38	36	61	57	4	4	1	1
The school helps my child to have a healthy lifestyle	35	33	66	62	6	6	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)	36	34	58	54	1	1	1	1
The school meets my child's particular needs	34	32	65	61	5	5	1	1
The school deals effectively with unacceptable behaviour	41	38	55	51	6	6	2	2
The school takes account of my suggestions and concerns	29	27	61	57	9	8	2	2
The school is led and managed effectively	40	37	55	51	5	5	4	4
Overall, I am happy with my child's experience at this school	43	40	58	54	3	3	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



27 June 2011

Dear Pupils

**Inspection of Sutton CofE VC Primary School, Cambridgeshire, CB6 2PU**

Thank you for the positive contribution that you made to our recent inspection. You made us feel very welcome. We enjoyed speaking to lots of you and seeing your work. This was very helpful in confirming what staff and parents and carers told us. Your school has improved a lot since the last inspection and we were particularly impressed with:

- the good progress that you make in lessons and the standard of your work, particularly in English, mathematics and science
- your exemplary behaviour around the school and your positive attitudes to learning in most lessons
- the excellent care, guidance and support that ensure that everyone can achieve well and take full advantage of the many different opportunities on offer
- the improvements that have been made since the inspection last year.

The most important improvements have been in your lessons. Teachers and teaching assistants work hard to improve your work and also make learning interesting. We have asked your teachers to keep up the good work and to focus on:

- making sure that you follow the excellent guidance that you are given in marking
- improving some of the lessons, such as topic work and in religious education. This is important because it develops your wider skills and understanding, for example of different cultures and beliefs.

Everyone has worked hard really hard. You have played your part with your positive attitudes and the many contributions that you make to your school. I wish you all every future success.

Yours sincerely

Paul Brooker

Her Majesty's Inspector

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