

Sutton Bonington Primary School

Inspection report

Unique Reference Number	122677
Local Authority	Nottinghamshire
Inspection number	363956
Inspection dates	5–6 July 2011
Reporting inspector	Terry McDermott

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Greg Jones
Headteacher	Mark Brumwell
Date of previous school inspection	12 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed 7 teachers. They held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at its methods for tracking pupils' progress, at a range of school documents, including its policies, minutes of governing body meetings, monitoring records, an extensive sample of pupils' work, and reports from the School Improvement Partner. Responses from staff and pupils and 104 from parents and carers to the Ofsted questionnaire were considered.

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

- How well the individual learning needs of children in the Early Years Foundation Stage are met.
- The effectiveness of the school's actions across the school to ensure that the progress of pupils with special educational needs and/or disabilities is as good as for all other pupils.
- How consistently teachers challenge all pupils, but particularly higher attaining pupils, to think for themselves.

Information about the school

Sutton Bonington is smaller than the average sized primary school. The proportion of girls is lower than average. A much lower than average proportion of pupils is known to be eligible for free school meals. The large majority of pupils are from a White British background. Very few speak English as an additional language. The school has a higher proportion of pupils entering or leaving school at times other than is usual because of number of visiting staff and research students from abroad at the nearby University. The proportion of pupils with special educational needs and/or disabilities is below average, though the proportion with a statement of special educational need is average. The school is part of a national project: Achievement for All. It holds several awards, including Dyslexia Friendly School and Gold Healthy Schools Award.

The school building hosts a breakfast club and an after school club. These are privately run and were not inspected.

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

This is a good school. Attainment at the end of Year 6 in 2011 is above national expectation in both English and mathematics, particularly so at the higher level 5. All groups of pupils, including those with special educational needs and/or disabilities achieve well, making good progress from their overall slightly above average starting points. Pupils say they like being at Sutton Bonington, 'because we're just like a big family'. This is why their attendance is above average, and their spiritual, moral, social and cultural development is good.

Classrooms are happy places. Pupils have excellent attitudes to learning and their relationships with adults and amongst themselves are good. Learning often moves forward rapidly, especially when lessons get off to a prompt start with tasks, as in many cases, which challenge pupils of all abilities to think for themselves. Sometimes, teachers give the same extended explanation or task to the whole class. This slows the pace and quality of learning in these lessons. The best marking gives precise guidance on what pupils need to do to get better. However, this is not consistent across the school and sometimes written comments do not give pupils enough feedback on their next steps in learning.

The curriculum has a strong focus on developing pupils' basic skills in literacy, numeracy and information and communication technology (ICT). It is well planned and links subjects together to give pupils practical, hands-on experiences which help to bring learning to life. A wide range of enrichment activities gives pupils many opportunities to develop and demonstrate their personal attributes.

Adults in the school know pupils and their families well. They very quickly pick up when pupils may be having personal or other difficulties. Good quality of care guidance and support is available for all pupils, including those whose circumstances make them vulnerable. This is crucial to their enjoyment of school and their emotional security. It has a direct bearing on their consistently good behaviour in lessons.

The effective headteacher has led the school well in consolidating the strengths and addressing the areas for improvement identified at the last inspection. The overall effectiveness of the Early Years Foundation Stage has improved significantly because the learning needs of all children in Reception are identified accurately and, hence, met effectively. The school now has a reliable system for tracking the progress children in Reception and pupils in Years 1 to 6 are making. School self-evaluation is accurate because it is based on the outcomes pupils' are reaching. Staff morale is high, and all adults aspire to secure even better results for the pupils in their care. Though the school development plan currently lists too many tasks, with complicated lines of responsibility, the school's capacity to secure further improvements is good.

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What does the school need to do to improve further?

- Improve the consistency of the quality of learning in lessons by:
 - reducing the amount of time spent describing to pupils what they are going to do, and increasing the amount of time pupils spend independently investigating, researching, discussing and problem solving
 - ensuring that tasks set are challenging for all groups of pupils, including the most able
 - regularly marking pupils' work in such a way that they know clearly what they have to do next to improve.
- Improve the rigour and focus of school development planning by:
 - reducing to a manageable level the number of targets and tasks identified for improvement

Outcomes for individuals and groups of pupils

2

Children join the school in Reception Year with skills that are usually a little higher than found in children of a similar age, though there are significant variations from one year to the next. Teachers build well on the good skills that pupils begin Year 1 with by enabling more of them to reach the higher levels. By the time they leave Year 6, pupils' attainment is above average, and on a rising trend at the higher levels. In most lessons, teachers challenge all pupils well. As a result, not only able pupils but most others are good at thinking for themselves and, for example, solving problems using their own initiative. Achievement is good overall, even though the pace of learning can sometimes vary between classes, and between subjects in the same class. Pupils with special educational needs and/or disabilities make similar good progress to their classmates because of the skilful and dedicated support they receive. This enables most to reach broadly average attainment by the end of Year 6. Those pupils from families attending the nearby University, often from minority ethnic groups, make good progress because they are included fully in the life of the school.

Pupils respond with enthusiasm and very good self-discipline when working independently. They sustain concentration well and persevere with tasks they are set. This was seen to outstanding effect in a Year 3 transition lesson. Pupils moving up from Year 2 were inspired to create acrostic poems detailing their interests and skills by provocative teaching which gave no answers, but set challenges and problems for the pupils to solve themselves. Pupils worked with total focus, and were filled with pride when they realised the extent of their own progress.

Pupils say they enjoy coming to school. They say that they feel safe here, and can explain why this is so. They say that bullying is rare and they know what to do if it might occur. They enjoy taking on responsibility whether as members of the active elected school council, or simply tidying up after an exciting lesson. The good community spirit in the school is exemplified through links with other primary schools, the local high school, at family focussed events, and with several other countries across the world. This raises pupils' understanding of cultures different from their own. Attendance is consistently above average overall. By the time they leave school pupils have developed into polite,

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confident and responsible young citizens, well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
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	2
Taking into account:	
Pupils' attendance ¹	2
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

How effective is the provision?

All lessons are characterised by the good relationships between adults and pupils, and all classes are well managed. Teaching is good overall, but has inconsistencies. Some teaching observed during the inspection was outstanding. The very best lessons move forward quickly, with all pupils being challenged from the outset to work things out for themselves. Occasionally, teachers talk for too long and pupils sit passively listening rather than actively learning. Teachers regularly and accurately measure what pupils know and can do, but occasionally, they do not make the most effective use of this information to set work in lessons which accurately meets all pupils' learning needs. Some pupils confirmed that they sometimes find work easy. Skilful teaching assistants are usually well deployed to promote learning, and are instrumental in ensuring that pupils with special educational needs and/or disabilities gain full advantage of everything the school has to offer, and make good progress.

The curriculum often links subjects together in themes to enhance learning and understanding for all age groups. Pupils are able to practice the skills learned in one subject across a range of others. This arrangement has been in place for one year and its full impact on pupils' learning and progress remains to be seen. Many opportunities are

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provided for pupils to develop their understanding and knowledge through practical hands-on activities. A wide range of visitors, and visits to places such as Boggle Hole and Bosworth Field, give pupils real experiences on which to build their understanding as well as their literacy and numeracy skills. Pupils speak enthusiastically about the good range of outings, visitors and after school clubs.

Good care, guidance and support provided for pupils solidly underpins their enjoyment of school and builds their self-confidence. Arrangements for the transitions pupils make when they enter school, when they move from class to class within school, and when they move on to secondary school are good, and give pupils a strong sense of security. The school readily recruits assistance from outside professional and other agencies should the need arise.

These are the grades for the quality of provision

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

How effective are leadership and management?

The calm and clear-sighted leadership of the headteacher is at the root of the school's improvements, and in the maintenance of previously good aspects of its work. Staff are well motivated, highly committed, and rightly feel part of a successful team. All senior leaders are active in monitoring and evaluating learning in lessons. However, the current leadership structure is overly complex and is not helping the school to move forward.

Adults promote equality for all pupils through their accurate tracking of the progress made by different groups of pupils, thus ensuring that no group underachieves. There is no evidence of any sort of discrimination in this inclusive and happy school. Safeguarding procedures are well implemented. They are regularly updated and rigorously applied. In consequence, the safety and safeguarding of pupils pervades the school's life. This is reflected in the views of pupils and in the positive responses from parents and carers.

Members of the governing body are well informed and active. They give good attention to the welfare of pupils and staff. They know the strengths and weaknesses of the school well, and hold the school to account for its performance.

Community cohesion is promoted well within and outside the school. The school's leaders have a thorough understanding of the needs of the community they serve. There are very good partnerships with local schools and community groups, which support pupils' learning well and make transition arrangements straightforward. These links are extended into a city environment, and across the globe through the school's links with mature students at the nearby University, and underpin pupils' good understanding of the wider world in which they live.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good links with parents and carers contribute well to the smooth start children make. Children settle quickly because of the colourful, exciting and imaginative situations they experience. The raised flowerbeds, vegetable plot, chickens and guinea pigs all provide a source of wonderment and curiosity, and add breadth to children's knowledge and understanding of the world around them.

There is a good balance between adult-led activities and those which children choose for themselves. These are planned to link together and take good account of children's individual interests and learning needs. Hence, the activities children participate in contribute well to their good progress in all areas of learning. The outdoor space is well used and equipped, and facilitates children's learning. Children of all abilities and backgrounds, including those with special educational needs and/or disabilities, make good progress because teaching is good. By the time they start Year 1, their attainment is above average.

Leadership and management are good. Adults make effective use of what they know about the children to plan the next steps of their learning. The Early Years Foundation Stage leader knows the strengths and weaknesses of provision, and is taking steps to ensure that provision continues to improve. Welfare requirements are met.

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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

A larger proportion of parents and carers than is usual responded to the Ofsted questionnaire. They were unanimous that their children enjoy school. The overwhelming majority were in support of the school. A small minority of parents and carers raised concerns about how the school deals with unacceptable behaviour. Inspectors looked into these concerns in some detail, speaking with a number of pupils at different times. No pupil felt that their learning in lessons was disrupted by unacceptable behaviour, and inspectors saw only well managed behaviour in classrooms. Pupils noted that incidents sometimes happened at playtimes or at lunchtimes, but they were certain these were not due to bullying, but rather due to accidents caused by 'excited children running around'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sutton Bonington 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	72	29	28	0	0	0	0
The school keeps my child safe	69	66	33	32	2	2	0	0
My school informs me about my child's progress	50	48	50	48	4	4	0	0
My child is making enough progress at this school	56	54	43	41	2	2	1	1
The teaching is good at this school	62	60	38	37	1	1	1	1
The school helps me to support my child's learning	54	52	49	47	0	0	0	0
The school helps my child to have a healthy lifestyle	60	58	43	41	0	0	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)	66	63	32	31	1	1	0	0
The school meets my child's particular needs	56	54	42	40	1	1	0	0
The school deals effectively with unacceptable behaviour	46	44	40	38	9	9	3	3
The school takes account of my suggestions and concerns	47	45	56	54	0	0	0	0
The school is led and managed effectively	59	57	42	40	0	0	0	0
Overall, I am happy with my child's experience at this school	66	63	37	36	1	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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).

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"> ■ 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.



7 July 2011

Dear Pupils

Inspection of Sutton Bonington Primary School, Loughborough, LE12 5NH

Thank you for making us so welcome when we inspected your school recently. We were really impressed with your very good attitudes to learning in class, your good behaviour, and the very helpful way you answered our questions.

We found that Sutton Bonington is a good school, because it is helping you to make good progress. The school gets you all off to a good start in Reception class, and helps you learn a lot about reading and writing, mathematics, and using computers safely, as you get older (even though some of you told us that some lessons are a bit too easy). We also found that adults in the school look after and support all of you well.

However, the headteacher told us that he wants the school to do even better than it does now, so we have identified some things which would help you to make even faster progress than you do now:

Teachers should always make sure that the work you are set in lessons is not too easy, and when marking your work, consistently point out what you need to do next to improve

Teachers should spend less time keeping you listening to explanations, and give you more time to find things out for yourselves

Leaders should keep plans for improving the school simple.

You can help the school to get better by doing the very best work you can at all times, and by continuing to come to school as often as you already do, and by letting the teachers know, politely of course, if the work you are given is too easy.

Good luck to you all for the future.

Yours sincerely

Terry McDermott

Lead inspector

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