

# Sutton Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	111103
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	378233
<b>Inspection dates</b>	11–12 October 2011
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Joslin
<b>Headteacher</b>	Michael James Forber
<b>Date of previous school inspection</b>	29 June 2009
<b>School address</b>	Armthorpe Drive Little Sutton Ellesmere Port CH66 4NW
<b>Telephone number</b>	0151 3382121
<b>Fax number</b>	Not applicable
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 11 lessons, observing nine teachers and all classes. They also held meetings with members of the governing body, staff, pupils and parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, policies and performance data. Questionnaires from 117 parents and carers, 100 pupils and 14 staff were scrutinised.

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

- What the school is doing to raise attainment and achievement, especially in mathematics.
- How challenging teaching is, especially for the more able.
- How well leaders and managers monitor the ongoing progress of groups of pupils.

## Information about the school

Most pupils in this average sized primary school are of White British heritage. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The number of pupils known to be eligible for free school meals is average. The school operates mixed-age classes throughout Key Stage 1 and Key Stage 2. The school has Healthy School status, the Activemark and the International Schools Award. There is an independently managed breakfast club on site that is subject to a separate report, which can be found on the Ofsted website. The school has had significant staffing changes since the last inspection.

**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

This is a satisfactory school. It has some good features. The vast majority of parents and carers who returned the inspection survey are highly supportive of its work. Recent challenges regarding staffing have been overcome and the school is moving forward under the leadership of its headteacher, staff and the governing body. In the Early Years Foundation Stage children enter with skills that are broadly typical for their age and make satisfactory progress because of the satisfactory teaching, curriculum and leadership and management there. The lack of clear lines of responsibility within the setting means that some actions to raise children's attainment and improve the quality of provision do not take place as speedily as they should. Pupils' progress through the rest of the school is also satisfactory. Past weaknesses in mathematics, in the number of higher levels gained in national tests in Year 6 and in boys' performance all show signs of improvement. Writing skills remain weak in some classes. Achievement is therefore satisfactory, with pupils leaving Year 6 with broadly average attainment.

The quality of teaching and the use of assessment information to support learning are satisfactory. There is some good teaching but some lessons lack suitable pace and challenge, especially for the more able, there is not a good-enough match of activities to pupils' needs, and speaking and listening skills are underdeveloped. The use of assessment guidelines and the quality of marking and feedback are also weaker in some lessons. The satisfactory curriculum has strengths in the arts, sport and the promotion of pupils' knowledge and understanding of the world. There is an effective programme of personal, social and health education that contributes well to pupils' good personal development and understanding of healthy living. This is supported by the good levels of care, guidance and support provided by the school. Pupils' spiritual, moral, social and cultural development is good.

Pupils are clear that they enjoy school and feel safe and well looked after. Their behaviour is good and attendance above average. They respond by taking on good levels of responsibility within the school and local community. The school's self-evaluation is satisfactory. The school has a clear understanding of its strengths and weaknesses, although the monitoring function of subject leaders is underdeveloped and the strategic analysis of the ongoing progress of groups of pupils by senior leaders insufficiently frequent. As a result the schools' capacity for sustained improvement is satisfactory, but improving as the new ways of working recently introduced begin to take effect.

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.

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

- Raise attainment and achievement across the school by improving the quality of teaching and learning in lessons, by:
  - using assessment data more effectively to ensure a better match of activities to pupils' needs, especially the more able
  - ensuring that there is sufficient pace within lessons to maintain pupils' interest
  - developing pupils' speaking and listening skills, so that they are able to learn more effectively from adults and each other in lessons
  - further developing pupils' writing skills so that they can communicate their learning more effectively
  - spreading the good practice in the use of assessment guidelines, marking and feedback so that all pupils have a clear understanding of the level they are working at and what they need to do to improve their work.
- Improve leadership and management across the school by:
  - developing the role of the subject leaders in monitoring and evaluating the quality of teaching and learning in their areas of responsibility
  - ensuring senior leaders evaluate the ongoing progress of groups of pupils more frequently in order to support their learning and progress more effectively.
- Clarify leadership and management responsibilities within the Early Years Foundation Stage so that actions for raising children's attainment and improving the quality of provision can be more rapidly implemented.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Learning is satisfactory and enjoyable in the majority of lessons, with pupils engaged as a result of the satisfactory and sometimes good teaching. Pupils acquire knowledge, develop understanding and learn and practise their skills in a satisfactory way. They are keen to succeed and mostly apply themselves well in lessons when provided with appropriate tasks and guidance. The school is accurate in judging achievement as satisfactory across the school. Attainment on leaving the school in Year 6 has been broadly average each year since the last inspection. Past weaknesses in mathematics and in boys' achievement have been addressed, and gaps in performance are being narrowed. Weaknesses remain, however, in some pupils' writing skills, which limits some pupils' ability to communicate their learning effectively. This reflects the legacy of past weaker teaching and staff changes but the school is dealing with these issues robustly. The proportion of pupils reaching the higher levels increased in mathematics to broadly average and last year was above average in English. School data and inspection evidence show that the large majority of pupils, including those with special educational needs and/or disabilities, are

making at least satisfactory progress. Some pupils make good progress, especially in reading.

Pupils say they feel safe and well looked after. Attendance is above average. Behaviour is good around the school and often very good in the best lessons. The school places a high priority on developing pupils' understanding of healthy living, which is good, reflecting its awards. Pupils make a good contribution to the daily running of the school through the active school council and as playground buddies. Pupils are currently involved in helping plan a major refurbishment of the play areas within the school grounds. Pupils' involvement in the local community is also strong. Pupils' spiritual, moral, social and cultural development is good, helped by the many opportunities the school provides for music tuition, its excellent art work and its international links. Pupils' personal skills and qualities are thus well developed. The level of pupils' literacy and numeracy skills, as well as their satisfactory skills in information and communication technology mean, however, that they are prepared satisfactorily for the next stage in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is satisfactory across the school. There is some that is good but also a very small amount that is inadequate. In the better lessons, good planning ensures that varied activities are provided that meet the needs of pupils and good pace and challenge from the teacher stimulates their interest. The school has developed good assessment practices recently and in the good lessons assessment information clearly informs teaching and helps teaching assistants to provide appropriate support. Some lessons lack this rigour. Assessment data is not always used effectively to match activities to the needs of pupils in the mixed-age classes. This is particularly the case for the more-able pupils. Some lessons lack sufficient pace, with the result that pupils are not sufficiently challenged, they lose interest and their progress slows. Pupils' speaking and listening skills are also underdeveloped in these lessons, meaning that they do not learn as effectively as they could from each other or from

<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

adults in lessons. The use of individual learning targets is beginning to help pupils to move on to the next stage in their learning. There are good practices in the best lessons in the use of assessment guidelines and detailed feedback and marking to help pupils understand the level they are working at and how to improve further. These practices are not yet fully evident in the majority of lessons.

The curriculum has been reviewed recently and is beginning to focus more effectively on improving pupils’ literacy and numeracy skills. Support programmes in reading and writing and mathematics have been introduced and are beginning to have a significant impact, with evidence of accelerated progress being made by some pupils in making up on lost ground. Additional challenge for the more able is also being introduced in these areas. The curriculum is especially rich in the areas of the arts, heritage education, social and health education and in extending pupils’ understanding of the wider world. These features contribute significantly to pupils’ learning. Extensive use is also made of visits and visitors to the school to extend pupils’ experiences. There is a good programme of extra-curricular activities, including residential and outdoor pursuits, opportunities that are enthusiastically supported by many pupils.

The care, guidance and support provided by the school are good. Transition arrangements into and out of the school, which are often complex due to the large number of providers involved, are good. The school makes use of the breakfast club on site. The school works very well with a wide range of agencies to support the pastoral needs of pupils. It provides particularly good care and support for a small number of pupils with acute learning needs. There is an extensive programme of family learning, including accredited programmes in basic skills that have been successfully completed by several parents and carers. Behaviour and attendance support are good, helped by the good work of the learning mentor and inclusion team. The success of the school’s overall welfare provision is seen in the warm, harmonious and happy atmosphere within the school.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has a clear vision for the school and is driving improvement forward with determination. Staffing challenges over the past two years have been robustly faced and there is a shared vision for bringing about a greater consistency in the quality of teaching and learning and raised expectations. New systems for assessing and tracking pupils’ attainment and progress have been introduced. This information is not yet used consistently by all teachers to shape their lessons; however, nor is it analysed with sufficient frequency by senior leaders and managers to give them a clear enough picture of the ongoing progress of groups of pupils. The role of subject

leaders has been strengthened and their impact is beginning to be seen in curriculum reviews and new ways of working to bring about improved learning in their areas. The school recognises that the monitoring of the quality of teaching and learning by subject leaders and the sharing of good practice relating to assessment remains underdeveloped. Whole-school self-evaluation practices are secure and accurate, however, and there are good plans in place for driving improvement.

Safeguarding practices are good, reflecting the levels of care within the school, with strengths in staff training, risk assessments and the vetting and checking of staff. The promotion of equal opportunities is satisfactory, with variability in the quality of teaching, but gaps in pupils’ performance being reduced. Discrimination is extremely rare and when encountered is dealt with well. The school engages well with parents and carers, notably through the school website, a texting service and through the weekly homework and reading journals kept by all pupils. The school works well with partners, especially the local learning network, with its strong focus upon raising achievement. Community cohesion is good, with extensive international links that extend pupils’ understanding of, and contact with, diverse communities in the wider world. The school is aware, however, that it has, as yet, little in the way of evaluation of the impact of this provision upon its pupils. Governance is satisfactory but improving rapidly, as the governing body increasingly support and challenge the school over its drive for improvement.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good induction arrangements ensure that children and their parents and carers receive a warm welcome in the school. Children settle happily into the safe and secure environment of the Early Years Foundation Stage. Children enter the Reception class with basic skills that vary year-on-year but are broadly typical for children of their age, although an increasing number have weaker language skills. They make satisfactory progress overall, with good progress in reading but weaker progress in writing and some aspects of numeracy. Good progress is also made in their personal development and is reflected in children’s good behaviour and their ability to play and work together well. Teachers are aware of children’s interests and regularly assess the progress in their learning. They communicate this information



well to parents and carers. Welfare provision and care are good. Support for children who may be vulnerable due to their circumstances is also good. Teaching is satisfactory. There is a satisfactory balance of activities that children choose for themselves and those that are teacher directed. The outdoor learning area is under-resourced and some outdoor activities lack a clear purpose, and are not well integrated into planned programmes of learning. The leadership and management of the setting are satisfactory. Staff training is up-to-date. Staff have a good understanding of what needs to be done to bring about improvement and suitable plans are in place, but the lack of clear lines of responsibility means that action does not always follow as quickly as it should to raise children’s attainment and improve the quality of the provision.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

**Views of parents and carers**

The vast majority of parents and carers who returned the inspection questionnaires are very happy with almost all aspects of the school’s work. They consider it provides a safe and caring environment for their children and that it is well led and managed. Inspection evidence showed that the overall effectiveness of the school is satisfactory.

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

Ofsted invited all the registered parents and carers of pupils registered at Sutton Green 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 117 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	60	44	38	0	0	2	2
The school keeps my child safe	89	76	28	24	0	0	0	0
The school informs me about my child's progress	54	46	54	46	6	5	0	0
My child is making enough progress at this school	60	51	52	44	3	3	0	0
The teaching is good at this school	62	53	53	45	0	0	0	0
The school helps me to support my child's learning	60	51	50	43	5	4	0	0
The school helps my child to have a healthy lifestyle	57	49	54	46	3	3	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)	44	38	61	52	5	4	0	0
The school meets my child's particular needs	54	46	63	54	0	0	0	0
The school deals effectively with unacceptable behaviour	42	36	67	57	4	3	0	0
The school takes account of my suggestions and concerns	45	38	62	53	5	4	0	0
The school is led and managed effectively	61	52	54	46	0	0	1	1
Overall, I am happy with my child's experience at this school	66	56	49	42	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.**



13 October 2011

Dear Pupils

### **Inspection of Sutton Green Primary School, Ellesmere Port, CH66 4NW**

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly and polite and enthusiastic about what you do.

Sutton Green is a satisfactory school. It has some good features. The headteacher, staff and the governing body are helping it to improve. You get a satisfactory start to your learning in the Reception class and make satisfactory progress as a result of the teaching, care and leadership there. Your progress within the rest of the school is varied but is satisfactory overall. The large majority of you leave the school with average standards in English and mathematics. This is because of the satisfactory teaching and range of subjects that you are provided with.

The school looks after you well, with good care, guidance and support. As a result you say you feel safe and enjoy school. Your behaviour is good and your attendance above average. Well done! You have a good understanding of what it means to lead a healthy lifestyle, helped by the wide range of sporting and other activities provided by the school. Your understanding of the wider world is good because of the many links the school has developed with other countries. The school also works well with other schools and partners locally.

We have asked the school's leaders to act on the following points to help it to improve further.

- Make sure that all your lessons are at least good, with good marking and feedback to you so you know how to improve your work.
- Check what is going on in your lessons and the progress you are making, so that you can be given the best possible help in your learning.

You can help by telling your teachers how best you learn, and letting them know if you have any problems. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke  
Lead inspector

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