

# Sutton-on-Trent Primary School

Inspection report

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<b>Unique Reference Number</b>	122678
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	380513
<b>Inspection dates</b>	6–7 December 2011
<b>Reporting inspector</b>	Glynn Storer

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>	110
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracey Khan
<b>Headteacher</b>	Ellen Gascoigne
<b>Date of previous school inspection</b>	5 May 2009
<b>School address</b>	Church Street Sutton-on-Trent NG23 6PD
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors saw five of the school's teachers and observed a total of seven lessons. They held meetings with parents and carers, groups of pupils, governors and staff. They observed the school's work, and looked at pupils' completed work, tracking data, safeguarding information and curriculum planning. They also took account of the views of parents and carers expressed in the 37 parental questionnaires that were returned during the inspection, together with those returned by members of staff and by pupils.

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

- Has the school taken effective action to reverse the decline in standards in mathematics in Key Stage 2 and to narrow the gaps in performance between different groups of pupils?
- Is the school making effective use of information from the tracking of pupils' progress to ensure that pupils of all abilities, but especially the more able, make the progress that they should?
- How accurate is school self-evaluation and is it providing leaders and managers with the information they need to drive and sustain improvement?
- Have recent initiatives to strengthen leadership, management and governance increased the rate of school improvement?

## Information about the school

Sutton-on-Trent Primary is a smaller-than-average village school in a semi-rural setting near to Newark. Almost all of the pupils are of White British heritage, with only a very few from minority ethnic groups. The percentage that speak English as an additional language is very low. The percentage of pupils known to be eligible for free school meals is about average. The school identifies an above-average proportion of pupils as requiring school action to support special educational needs and/or disabilities but the number of pupils at school action plus or with a statement of special educational needs is low. In most year groups, pupil mobility both in and out of the school is higher than normal.

The school has gained Healthy Schools and Dyslexia Friendly School status and holds the following awards: Investors in People and Eco Schools (silver).

**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**

**2**

## Main findings

Sutton-on-Trent Primary School provides a satisfactory education for its pupils and it is improving. Standards have risen steadily in Key Stage 1, where pupils make consistently good progress and attain standards in reading, writing and mathematics that are a little higher than the national average. In past years, pupils did not make enough progress in Years 3 to 6. This is no longer the case. Standards in English and mathematics are broadly average and pupils' progress has improved. Almost all pupils currently in Year 6 have made satisfactory progress from their starting points in Year 3.

Standards are rising because teaching and learning are getting better. Overall, teaching is satisfactory in relation to its impact on pupils' progress over time but is improving. A key factor in pupils' better progress has been teachers' effective use of exciting projects and practical activities. Their high expectations of pupils' behaviour result in pupils who concentrate exceptionally well and try hard to do their very best. Occasionally, pupils do not have a full understanding of what they are expected to achieve in a lesson or the work for some of them is too easy. Sometimes, pupils are not regularly reminded about their personal targets or how they can work at a higher level of skill. Good pace and challenge have become features of some lessons, but occasional inconsistencies in this regard detract from progress in a minority of lessons.

The school's good curriculum gives pupils ample opportunities to use and apply skills, such as those of information and communication technology (ICT), to aid their learning. It also provides pupils with a wealth of first-hand experiences and enrichment activities that promote enjoyment in learning. The curriculum is particularly strong in promoting personal development, fostering safe and healthy lifestyles and underpinning the school's drive to promote community cohesion.

The pupils themselves also make a huge contribution to the success of many lessons. A combination of consistently high expectations of attitudes and application from all staff, well-conceived curriculum topics and an excellent quality of care, guidance and support result in excellent behaviour. Together with exceptional levels of enthusiasm, cooperation and collaboration, and consistently high rates of attendance, this means that pupils are well-prepared for the next stages of their education and for life beyond school. Pupils' spiritual, moral, social and cultural development is outstanding.

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Leaders, managers and governors are ambitious for the school. They know the school's strengths and weaknesses because school self-evaluation is accurate. They have shown persistence in overcoming barriers to improvement, such as staff turn-over and absence, and have built a stable and committed staff team. The school's record of improvement in recent years, for example in raising standards in English and mathematics and increasing the proportion of good or better teaching in the school, demonstrates a good capacity for driving and sustaining improvement. Given current outcomes for individuals and groups of pupils, the school gives satisfactory value for money.

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 in English and mathematics at the end of Key Stage 2 by:
  - giving pupils more frequent reminders about their targets and how to achieve them
  - making sure all pupils understand how to reach the next level of skill.
- Develop the quality of teaching and learning by:
  - ensuring that teachers plan consistently challenging tasks for pupils of all abilities
  - making sure pupils learn at a good pace
  - ensuring pupils are always clear about what they are expected to achieve by the end of the lesson.

**Outcomes for individuals and groups of pupils****3**

Standards are rising. In Key Stage 1, attainment in reading, writing and mathematics have risen steadily over the last five years and are now a little above the national average. Pupils regularly make good progress in Years 1 and 2. Standards at the end of Key Stage 2 have been more variable. In the 2011 national tests, standards in English were average but standards in mathematics were below average. There was evidence that some more able pupils had not made the progress that they should have in Years 3 to 6. The performance of current pupils in Year 6 indicates that average standards are being maintained in English and that the gap between English and mathematics has closed. There is no longer evidence of underachievement on the part of the more able and gaps in performance between boys and girls have narrowed considerably. As a result, all pupils are making satisfactory progress over time. Effectively managed relationships and sensitive, well-targeted support enable pupils with special educational needs and/or disabilities to thrive and to learn satisfactorily.

Pupils say that they feel really safe and extremely well cared for in school. They have

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a good understanding of how to keep themselves and others safe, for example, from strangers or when using the internet. Pupils know what constitutes a healthy lifestyle and willingly act on this understanding. The take-up of health-promoting activities is good. For example, many Key Stage 2 pupils participate voluntarily in cross-country running and other sporting events. Pupils make a good contribution to the school as a community by behaving impeccably, showing an outstanding quality of care towards one another and by acting as discussion group ('Seal Pool') leaders and undertaking a multitude of responsibilities that help the school to run smoothly. They also contribute effectively to the wider community, for example, by designing play equipment for a local playground development, participating in local festivals and taking the initiative in organising events for charity. Pupils are well prepared for the future; standards in literacy and numeracy are rising, almost all have exceptionally positive attitudes to learning and attendance is consistently high. Pupils are extremely aware of issues that affect the wider world. Their ability to reflect exceptionally deeply on the plight of others motivates their frequent efforts to support local and international causes. The school's values, along with recent curriculum initiatives, result in outstanding levels of spiritual, moral, social and cultural development.

*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>1</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

In relation to its impact on pupils' learning and progress over time, teaching is satisfactory. However, the school's leaders have mounted a concerted drive to improve teaching and, as a result, most of the teaching seen during the inspection

<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

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was better than satisfactory. All teachers have high expectations of pupils’ behaviour and successfully embed excellent attitudes and high-quality responses. Some monitor work effectively, and use questioning to the keep levels of challenge suitably high. Occasionally, the pace of learning slows, for example when pupils are unsure about what they are expected to learn or when tasks are too easy for particular groups and teachers are slow to resolve such issues and move pupils on. Teachers’ use of assessment to support learning is satisfactory. Planning is generally matched closely to pupils’ recent attainments across the age and ability range, though there are occasions when greater challenge could be offered. Pupils receive messages about how their work can be improved when books are marked. They are routinely expected to respond to this advice and readily strive to better their performance. All pupils have personal targets but teachers do not always give enough reminders to keep them ‘alive’ in pupils’ minds.

The school adapts its curriculum effectively to meet the diverse needs of pupils, including those with special educational needs and/or disabilities. The whole curriculum is based on the teaching of skills and is delivered through topics that interest pupils and motivate both boys and girls to learn effectively. For example, the use of ICT is a prominent feature of pupils’ learning. Pupils benefit from an extensive range of educational visits, visitors, special events and after-school clubs that bring learning to life and promote enjoyment. The curriculum is particularly effective in promoting pupils’ personal development. Topics that promote cultural development and support the school’s work on community cohesion have been highly effective.

Pupils feel safe and well cared for in school. They are untroubled by bullying and have high levels of confidence in adults to help them. The school goes to extraordinary lengths to ensure the smooth induction of pupils, including those joining the school at times other than normal. The success of the school’s arrangements is clearly evident in the speed with which they settle and become part of the school community. Excellent support for pupils with special educational needs and/or disabilities means that they are totally integrated in the school community and benefit fully from all that the school offers. Exceptionally constructive relationships with staff and fellow pupils underpin the high quality of support that pupils receive. The school has excellent formal arrangements for ensuring the welfare of pupils, but it is the sensitive, personal touch that most benefits pupils and their families, especially at times of need. This is reflected in parents’ and carers’ comments such as: ‘We have been extremely grateful for the high level of support that we have received from the school and from the headteacher in particular’.

*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>2</b>

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**The effectiveness of care, guidance and support**

**1**

## How effective are leadership and management?

The extent of school improvement in recent times is testimony to the good leadership provided by the headteacher and the deputy and to their successful management of teaching and learning. Other leaders and the staff as a whole support the drive for improvement effectively. Team spirit is strong, staff share a common vision of the way ahead and they are given the time, resources and training necessary for them to do a good job. Senior leaders are striving to make the monitoring of teaching and learning more rigorous than it was. Consequently, staff know where they have succeeded and where work remains to be done and teaching has improved as a result. Targets for raising attainment are challenging but realistic and school improvement planning builds on what has already been achieved. This ensures that the gains the school has made, for example, in raising standards in English and mathematics, are sustained. The school has eliminated underachievement among higher-attaining pupils and established good equality of opportunity by narrowing the gaps in the performance of different groups and raised the quality of care that it provides to the highest level. Capacity for sustained improvement is good. The positive engagement of parents and carers and effective partnerships with local authority staff, local schools and community organisations underpin the school’s improvement drive effectively.

Safeguarding procedures and practices, such as risk assessments, fully meet current requirements. The school provides a safe environment for work and play because supervision is at all times conscientious. The school has a well-developed plan for promoting community cohesion. Importantly, the curriculum ensures that pupils gain valuable insights into the needs and interests of their own community and become increasingly involved with and well-informed about communities further afield. The governing body maintains effective oversight of the school’s work. It has implemented good procedures for monitoring and holding the school to account for what it achieves.

*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</b>	<b>2</b>



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<b>tackles discrimination</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

Children’s attainments on entry to the Early Years Foundation Stage are often below those normally expected of four-year-olds. Most make good progress in their Reception Year and attain almost all of the early learning goals by the time that they transfer to Year 1. Excellent induction arrangements and liaison with the local pre-school setting ensure that children settle quickly and happily into school life. The number of children joining the Reception class each year is small. Consequently, children have a personalised programme of work that staff evaluate and modify weekly, and at times daily, to ensure that activities are always closely matched to children’s immediate learning needs. This ensures that children gain experience systematically in all the areas of learning. The process of gathering and recording evidence that tracks progress and assesses attainment is thorough, and confirms that children make good progress across the areas of learning. The Early Years Foundation Stage leader makes good use of this performance information to evaluate and improve provision. Outdoor learning is an almost daily part of children’s experience although constraints imposed by the building mean that they cannot have unrestricted access to the outdoor learning area. This limits children’s ability a little to follow up lines of enquiry independently in different settings. Improving this provision forms part of the Early Years Foundation Stage leader’s improvement planning.

*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

In their questionnaire returns and in discussions with inspectors, most parents and carers expressed strong approval of the quality of education that the school provides and of almost all aspects of the school’s work. Parents and carers were particularly pleased with what they see as high quality care for pupils and guidance for families in supporting their children’s learning in the home. A very small minority expressed concerns about aspects of provision for pupils with special educational needs and/or

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disabilities. The inspection found that the quality of care and the learning support that these pupils receive enables them to participate fully and learn effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at Sutton-on-Trent 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 110 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	65	13	35	0	0	0	0
The school keeps my child safe	28	76	9	24	0	0	0	0
The school informs me about my child’s progress	14	38	20	54	0	0	0	0
My child is making enough progress at this school	17	46	17	46	1	3	0	0
The teaching is good at this school	21	57	14	38	0	0	0	0
The school helps me to support my child’s learning	18	49	15	41	1	3	1	3
The school helps my child to have a healthy lifestyle	17	46	19	51	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)	20	54	13	35	0	0	1	3
The school meets my child’s particular needs	17	46	18	49	1	3	0	0
The school deals effectively with unacceptable behaviour	7	19	26	70	1	3	0	0
The school takes account of my suggestions and concerns	14	38	18	49	1	3	1	3
The school is led and managed effectively	19	51	14	38	0	0	1	3
Overall, I am happy with my child’s experience at this school	26	70	11	30	0	0	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 are 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.**



8 December 2011

Dear Pupils

**Inspection of Sutton-on-Trent Primary School, Sutton-on-Trent, NG23 6PD**

Thank you for the warm welcome and the courteous way that you treated me when I visited your school. I really enjoyed talking with older pupils in the playground and watching the Reception and Years 1 and 2 perform the Nativity. You parents and carers must have been very proud. Your school is giving you a satisfactory education, and these are some of the things I liked most.

- Standards are rising and most of you are making the progress that you should.
- Your headteacher has taken successful steps to make sure that recent improvements in standards and progress are maintained.
- Excellent behaviour in lessons helps you learn more effectively.
- The school takes exceptionally good care of you and helps you to feel safe.
- Most of you are hardly ever away from school, so attendance rates are high.
- The school's leaders check regularly on how well everyone is doing and take steps to help anyone who is having difficulties.

To help the school improve further, I have asked school leaders to do the following.

- Drive up standards in Key Stage 2 by:
  - making sure you get lots of reminders about your targets
  - ensuring you understand how to work at higher levels of skill.
- Develop the quality of teaching by:
  - ensuring that teachers plan challenging tasks for you
  - making sure you learn at a good pace
  - ensuring you are clear about what you are expected to do by the end of the lesson.

You can all help by always following the good advice that teachers give you and by asking, if you are unsure about how to get your work to the next level.

Yours sincerely

Glynn Storer  
Lead inspector

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