

Sutton Road Primary School

Inspection report

Unique reference number	133277
Local authority	Nottinghamshire
Inspection number	381486
Inspection dates	22–23 May 2012
Lead inspector	Lynne Blakelock

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair	Mary Whetstone
Headteacher	Nicola Davies
Date of previous school inspection	17 March 2010
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Age group	3–11
Inspection date(s)	22–23 May 2012
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Introduction

Inspection team

Lynne Blakelock

Additional Inspector

Malcolm Johnstone

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Kate Robertson

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 12 teachers in 26 lessons, over approximately 13 hours. They held meetings with groups of pupils, senior and middle leaders and representatives from the governing body. The inspectors observed the school's work, and looked at its improvement planning, information about pupils' achievement, a range of policies and samples of pupils' work. They analysed the 68 questionnaires returned by parents and carers.

Information about the school

This school is larger than most primary schools and the number on roll continues to rise. A large majority of pupils are of White British heritage. The proportion of disabled pupils and those who have special educational needs is well above average although the proportion who are supported by school action plus or have a statement of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is above average.

The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

Since the last inspection, the school has been awarded Investors in People status and Activemark. At the request of the local authority, the school is working with two local primary schools to strengthen their practices.

The Titchfield and Oakham Children's centre, which has a base on the premises, and a before-and after-school club, 'Explosion The Altogether Club', are run by outside providers and are inspected separately.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not outstanding because there is very little outstanding teaching and not all teaching is consistently good. As a result, pupils make good, rather than outstanding progress, throughout the school, from their individual starting points.
- Achievement is good from the Early Years Foundation Stage onwards, including for disabled pupils and those who have special educational needs. Standards are average by the end of Year 6 in reading, writing and mathematics. Presentation of pupils' work, however, is very variable, including their writing and the layout of their recording.
- The quality of teaching is good. Pupils show very positive attitudes to learning because teaching involves and engages them. Planning is detailed and in good lessons provides very accurate challenge to pupils of all abilities. Where teaching is less effective, tasks are not always carefully enough considered to enable pupils capable of reaching higher levels to achieve their potential.
- Pupils' behaviour is good. They learn and play within a happy, caring and supportive environment. They feel safe in school and, through the curriculum, develop knowledge and understanding appropriate to their age about how to stay safe.
- Leadership and management are good. The headteacher and senior leaders' accurate understanding of the school's performance is based on detailed monitoring, including good leadership of teaching throughout the school. This is evident in the performance management targets for staff, which mirror school improvement priorities and are based very closely on strengthening teaching practices. The school is making significant headway in developing a creative curriculum but it does not provide sufficient opportunities for pupils' investigative learning.

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

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What does the school need to do to improve further?

- Raise standards further through achieving a quality of teaching that is more consistently good, with much that is outstanding, by:
 - ensuring that all lessons offer effective challenge for more-able pupils
 - improving the consistency of the presentation of pupils' work
 - enriching the curriculum through a more investigative approach.

Main report

Achievement of pupils

Most children start Nursery with levels of knowledge and skills that are well below those typical for their age, particularly in the development of their communication, language and literacy skills. The children enjoy exploring and discovering through a diverse range of very interesting opportunities. Their good progress in all aspects of learning and development through both Nursery and Reception is promoted by activities such as making cakes and selling them to parents and carers. In a lesson that focused on letters and sounds, the children showed growing skills in creating words beginning with a particular letter. Most enunciate accurately the sounds made by a group of letters and are starting to blend them as their reading and writing skills develop quickly. Children also made good progress in devising words out of a mixture of vowels and consonants.

Pupils' good progress continues through Key Stages 1 and 2. By the end of Key Stage 1, pupils achieve average levels in reading. They write increasingly confidently for a range of purposes. In numeracy, they develop confidence in number operations, and are able to identify right angles and other shapes. In reading in Years 3 and 4, pupils achieve well in understanding and analysing texts, and are increasingly able to give their thoughts on a story and say why it is good. In a Year 6 lesson, pupils of all abilities made accelerated progress in writing descriptive sentences. Through research as part of homework, via the Moodle based virtual learning web-site, classroom learning focused on the very interesting stimulus of a melting ice-cap. Pupils produced well-constructed, imaginative sentences that included rhetorical writing and adverbs and which focused them on humanity's roles in protecting the world. By the end of Year 6, pupils have consolidated their skills. Standards vary depending on the composition of the year group but are overall average in reading, writing and mathematics. They demonstrate pupils' good progress from their starting points.

Different groups of pupils make similar progress throughout the school, including boys and girls. Pupils who speak English as an additional language make quick progress in developing skills in speech and sentence construction. Disabled pupils and those who have special educational needs also make accelerated progress. This was seen in their construction of three-dimensional shapes, using polydrons. Pupils known to be eligible for free school meals make at least the rate of progress of other

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groups of pupils. While some pupils present their work well, it is very variable overall both in the neatness of layout and in writing, including the care taken in shaping letters accurately.

Pupils' achievement through the school is good. Inspection findings match the views of the overwhelming majority of parents and carers who responded to the questionnaire.

Quality of teaching

Inspection findings support the views of parents and carers, and pupils, most of whom say that teaching is good. Most pupils think they learn a lot in lessons.

The very positive relationships between staff and pupils promote a good learning environment. There are a number of consistently implemented practices that promote pupils' good progress. In particular, lesson planning is detailed and provides a very clear focus to learning. Teachers are confident in their delivery because they know their subjects very well. Questioning is skilful, targeted, and encourages pupils to extend their thinking. Pupils' progress is quickened through discussing their learning with one another and working independently.

The teaching of reading is good. It is systematic, matched closely to pupils' skills and very regular. In the Nursery, excellent use of the interactive white board to help the children to break down words and constant revisiting of the sounds that letters make resulted in their outstanding progress. Links to reading and writing in Nursery and Reception are promoted through the day, both in indoor and outdoor activities. In other year groups, literacy skills are promoted in a range of subjects but do not always match closely the specific skills being learnt in literacy.

In the best lessons, teachers plan imaginative beginnings to lessons. In Year 5 and 6, the stimulus of 'a silly scientist' led to pupils' creating powerful sentences. Pupils' constant involvement in activities in each lesson, and their ownership of their learning, is a strong contributory factor in their progress. It includes those who speak English as an additional language who can participate fully in lessons because of the staff's careful planning. Teaching is effective for disabled pupils and those who have special educational needs because group and individual support is based very closely on their needs, which are regularly reviewed. However, in a few satisfactory lessons, more-able pupils do not always make the progress that they could because tasks are not carefully enough considered to accelerate progress.

Marking provides helpful pointers for improvement, which pupils increasingly respond to. 'Super short targets' give them ownership of their learning. Planning also takes into account pupils' wider development. A religious education lesson, for example, culminated in pupils making musical sounds to portray emotion, as in Christianity. Pupils' relationships are strengthened by regular group and paired activities during which they show support and helpfulness towards each other.

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Behaviour and safety of pupils

Pupils' behaviour is good throughout the school. A very large majority of pupils, parents and carers agree. The staff manage pupils' behaviour well, through a consistently applied policy, and have high expectations of their conduct. Consequently, they consistently show respect to staff and towards each other.

Most of the parents and carers say that their children stay safe in school. Pupils feel safe because they say that the staff care for them well. From Nursery onwards, children move safely round the school and act kindly towards other children. Through the curriculum, pupils develop a secure understanding of possible dangers and prejudices and how to deal with them. They understand about cyber-bullying and discrimination based on race. Pupils and their parents and carers say that the very few instances of bullying and any unpleasant words or actions are dealt with effectively.

Pupils talk with pride about their role in improving the school for their peers. Their views are taken seriously. The school council's research, for example, has led to a cycle training course, and fundraising for a cycle shed. There is a range of opportunities for other pupils to participate and to develop team and leadership skills.

Attendance is average and continues to improve for all groups of pupils, including those whose circumstances mean they may be vulnerable.

Leadership and management

The headteacher's inspirational and effective leadership is the basis for the very clear direction to the school's work, the support of all of the staff, and continuing improvements in its performance. Senior leadership has been strengthened, providing both good support for the headteacher and a comprehensive overview of the school's performance. Good systems to manage and monitor its performance have been embedded and continue to be refined. Middle leaders' and managers' specific roles and their accountability, together with the detailed, regular and focused monitoring of the school's work, confirm that the school can continue to move forward. The impact of leadership and management is good. The school has made good progress since the last inspection in improving pupils' attendance and in embedding strategies to improve their writing. Both continue to be priorities. Staff's professional development targets and training opportunities are very closely aligned with the school's improvement planning goals. This is evident in the quickly developing creative curriculum, which is focusing more on developing pupils' skills and enriching their learning, and in continuing to strengthen the quality of teaching. The curriculum is planned carefully, with learning based round literacy and numeracy. It caters well for those who find aspects of learning difficult or whose circumstances make them potentially vulnerable, through nurture groups. Pupils do not yet, however, have sufficient opportunities to develop their investigative skills.

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The good progress of all groups of pupils and opportunities for them to take responsibility and be involved in activities outside of lessons reflects the school's inclusive approach, good promotion of equality of opportunity and freedom from discrimination. Pupils make good progress in their spiritual, moral, social and cultural development through assemblies, the curriculum and teachers' daily promotion of positive personal qualities through their high expectations.

Parents and carers are very positive about the quality of their children's education. They value the opportunities for them to find out more about their children's progress and how to support their learning. In responding to the inspection questionnaire, a very few parents and carers raised queries which have been shared with the school while preserving the anonymity of the writers. The governing body helps to keep all of the pupils safe through safeguarding arrangements that meet statutory requirements and are regularly reviewed. The monitoring role of the governing body, including through members' links with school leaders, have given them a comprehensive and first-hand knowledge of the school's performance. Therefore, they are able to hold it to account. Other partnerships also strengthen the school's provision, including those with the children's centre in preparing children for school, and the mutually beneficial partnerships with the two schools that the school is supporting to extend their good practice.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



24 May 2012

Dear Pupils

Inspection of Sutton Road Primary School, Mansfield, NG18 5SF

Thank you for your cooperation and politeness during our recent visit. We enjoyed talking with you about your learning and hearing your views about school. You are happy at school and feel safe. You know that the staff value you all. You behave well and are keen to learn.

You go to a good school where you make good progress from the Nursery onwards. This is because teaching is good. You reach average standards by the end of Year 6. You enjoy learning because the teachers give you tasks that are interesting and challenging for most of you. You enjoy topics because you can practise a lot of skills. You also develop lots of personal and inter-personal skills through being school councillors, buddies and monitors.

The headteacher leads the school very well and is supported well by all of the staff. They help you to make further progress by giving you advice about how to improve your work. The 'super short targets' are a good idea because they help you to focus on the most important areas that you need to improve.

The headteacher wants the school to be even better. I have asked her and the staff to do this by making sure that:

- teaching is more consistently good, with a lot that is outstanding, in order to help you reach higher standards
- work for those of you who are more able offers you the correct level of challenge to enable you to reach the higher levels of which you are capable
- you improve the presentation of your work
- a greater proportion of your learning is through carrying out investigations.

We hope that you will help the staff to make these improvements by continuing to work hard and by taking the advice that your teachers give you.

Yours sincerely

Lynne Blakelock
Lead inspector

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