

# Long Sutton Primary School

Dick Turpin Way, Long Sutton, Spalding, PE12 9EP

## Inspection dates

7–8 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Teaching has not been good enough to ensure that all pupils, including those who need extra help, learn the skills they need sufficiently well.
- Although all pupils are making better progress than in the past, improvements have not yet been sustained over time.
- Teachers miss opportunities to show pupils good examples of how to put their ideas into words and phrases and so improve their writing. This means that, in some cases, pupils do not have a clear enough idea of what is expected of them.
- There is an insufficient emphasis on pupils' development of handwriting and the presentation of their written work.
- The chance for pupils to develop different approaches to solving problems in mathematics is limited as is teachers' use of the school's outdoor areas to interest all pupils in learning.
- The quality of teachers' marking of pupils' work is uneven. Not all pupils are given precise enough information about what they have done well and what they need to do to improve. Pupils are not always given time to respond to teachers' marking of their work.
- Although leaders, including the governing body, are strongly committed to making the necessary improvements and are taking the right actions, it is too early to measure fully the effectiveness of their actions on pupils' achievement.

### The school has the following strengths

- Pupils say that they feel safe in school. Their behaviour is good and they show positive attitudes to learning. Most pupils are polite and respectful to adults.
- Teaching is improving because leaders observe their lessons and provide teachers with a clear idea about how to develop their skills. Training helps them to get better. As a result, all pupils, including those who need extra help, are making better progress than in the past.

## Information about this inspection

- Inspectors observed 23 lessons or parts of lessons and two assemblies.
- Meetings were held with senior leaders, staff and members of the governing body. In addition, the lead inspector talked with two representatives from the local authority.
- Inspectors talked with pupils, listened to them read and observed them at play during break times.
- The school’s safeguarding policies, improvement plans, governing body meeting notes and records of pupils’ behaviour were reviewed. In addition, inspectors looked at the work pupils were doing in their books, and at records of their progress.
- Inspectors took account of the 28 responses to the online parent questionnaire (Parent View) and replies from nine staff questionnaires. The views of parents and carers were sought at the start of the school day as they brought their children to school.

## Inspection team

Sarah Warboys, Lead inspector

Additional Inspector

Raymond Biglin

Additional Inspector

Jennifer Carpenter

Additional Inspector

## Full report

### Information about this school

- Long Sutton Community Primary School is larger than the average-sized primary school.
- The large majority of pupils are White British. No ethnic origins are recorded for around a fifth of the pupils. A very small number of pupils at the school speak English as an additional language.
- A below-average proportion of pupils are supported by the pupil premium, which provides additional government funding for particular groups, including those known to be eligible for free school meals.
- The percentage of disabled pupils and those who have special educational needs supported by school action is below average, as is the proportion who are supported by school action plus or who have a statement of special educational needs.
- No pupils are educated in alternative provision away from the school site.
- The 'Playpals' toddlers group, managed by the governing body, operates on the school site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The new headteacher was seconded to the school in September 2012 and was formally appointed to the post in January 2013.

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

- Build on recent improvements in teaching and thereby raise pupils' achievements in reading, mathematics and, particularly in writing, by ensuring that all staff:
  - show pupils good examples of how writing is composed so that they are clear about what they have to do and what is expected of them
  - devise a whole-school approach to teaching handwriting and encourage all pupils to take a greater pride in the presentation of their work
  - increase opportunities for pupils to develop different approaches to solving problems in mathematics
  - extend the imaginative use of the school's outdoor areas to all classes
  - provide pupils with clear and precise feedback when marking their work that shows them what they have done well and what they need to do to improve
  - give pupils time to respond to teachers' comments so that they can practise and improve their skills.
- Strengthen the school's leadership capacity by ensuring that all leaders, including the governing body by rigorously checking the effectiveness of their actions, so that they are better placed to make well-informed decisions to improve the quality of teaching in all year groups and thus raise pupils' achievement.

## Inspection judgements

### The achievement of pupils **requires improvement**

- Standards in reading, writing and mathematics at the end of Year 2 are broadly average. By the end of Year 6, pupils reach average standards in reading and mathematics. Their attainment in writing is below average. Not enough pupils reach the higher levels in writing at Key Stages 1 and 2. Too many pupils, including those who need extra help, have made adequate, rather than good progress. Improved teaching is leading to all groups of pupils currently at the school now making better progress. Nevertheless, recent improvements are not yet sustained over time.
- Disabled pupils and those who have special educational needs have not made good enough progress in previous years. Recently, these pupils have made better progress because teachers and other adults provide them with extra help in lessons and in small groups which fills specific gaps in their knowledge. Those who arrive at the school unable to speak English make progress similar to their peers. Adults model language well and help pupils to learn and practise new words and phrases.
- By the end of Year 6, pupils who are eligible for free school meals are, on average, about a term behind similar pupils nationally. They are about a year behind other pupils in their year group. Additional funding received by the school to support these pupils has been used effectively to provide extra adult support in lessons. It has also provided reading resources and access to residential trips. Although this work is at an early stage, current checks of pupils' progress show that attainment gaps that existed between these pupils and similar pupils nationally and between these and other pupils in the school are beginning to close.
- Standards in reading by the end of Year 2 and Year 6 are improving. There is now a more rigorous approach throughout the school to teaching phonics (the links between letters and the sounds they make). Pupils are given opportunities to learn more complex reading skills in regular reading sessions. Considerable advances have been made to improving the quality and variety of books in school, including electronic reading materials, which have enhanced pupils' learning and increased their enjoyment in reading.
- Children in the Nursery make good progress from below-average starting points. They join the Reception classes with skills that are expected for their age. As they join Year 1, their abilities are similar to the national average in all areas of learning. There is a good balance between adult-led activities and those which children choose for themselves. Adults interact well with children's play. They celebrate their achievements and suggest what they might like to try next.
- The 'Playpals' toddler group, managed by the governing body, provides good opportunities for parents and carers to play with their children, meet each other and to develop partnerships with school staff. This makes a good contribution to the personal development of very young children.

### The quality of teaching **requires improvement**

- Teaching in the past has not been good enough to ensure that all pupils make the best possible progress. It is improving so that, more recently, all pupils are making progress at a faster rate. In every year group, pupils are catching up to reach standards that are average. In some lessons, teachers do not provide pupils with clear examples of how to compose writing because they do not show them how to organise their thoughts and ideas into appropriate words and phrases when writing for different purposes. As a result, some pupils are not clear about what is

expected of them.

- Teachers' marking of pupils' work is uneven across the school. Not all teachers indicate what pupils have done well and what they need to do to improve. Pupils are not given sufficient time to respond to teachers' comments so that they are able to learn from their mistakes. Some do not take enough pride in their work because the school does not have a consistent approach to teaching handwriting and presentation of written work.
- In some classes, good use is made of computer technology and the outdoor areas to engage pupils' interests. In the Early Years Foundation Stage, children use control technology in the form of a programmable toy to learn new language such as, 'forwards', 'backwards' and 'turn'. In Year 1, pupils learn to solve mathematical problems and to develop their understanding of the relationship between doubling and halving numbers outside. Consequently, they are keen to learn and are able to carry out calculations in their heads confidently and accurately. Such activities for stimulating learning are not consistently offered to pupils across the school.
- The best learning happens when teachers have high expectations of pupils' learning and when the work that they are set closely matches their ability levels. Adults provide good support for those who need extra help by reinforcing learning and adapting activities to suit their particular needs. Adults ask questions that help pupils to clarify their thinking. They set more demanding work for those who are more able and ask them questions that make them think more deeply.

### **The behaviour and safety of pupils** are good

- Typically, pupils' behaviour is good and they attend school regularly. Levels of punctuality are good. Pupils are polite, courteous and helpful as they move around the school. Their positive attitudes make a good contribution to their improving progress.
  - Pupils say they enjoy everything about school; particularly the wide range of clubs on offer. They explain that the variety helps them to try new things.
  - Pupils say that they feel safe in school and know how to seek help. Occasionally, there is bullying, such as name-calling. However, pupils insist that these incidents are rare and involve a very small number of people. They are confident that all adults will deal quickly with their concerns. Teachers help pupils to adopt safe practices, such as not talking to strangers, and keeping safe near the road and when using the internet.
  - Parents and carers who responded to the online questionnaire and who spoke to inspectors agree that their children enjoy coming to school and are well cared for. A few expressed concerns that the school does not deal effectively with bullying. Inspectors found, and school records show, that incidents of bullying are rigorously recorded and appropriate action taken. Staff, pupils, parents and carers who spoke to inspectors said that pupils' behaviour had much improved because it is managed consistently well throughout the school.
  - Occasionally, a few pupils become restless, lose concentration and go off-task and this slows their learning. This is usually linked to those occasions when teachers have not made their expectations clear,
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**The leadership and management requires improvement**

- Leaders have not ensured that there is enough good teaching to enable all pupils to make the progress of which they are capable. However, the new headteacher has established a sense of urgency and commitment among the staff to improve pupils' achievement. As a result, the school is now beginning to move forward. Leaders are sharply focused on the right priorities, especially on improving the quality of teaching. Nevertheless, actions taken are at an early stage. It is too early for leaders to be able to test whether or not they have been successful in the long term.
  - Teaching is improving because leaders provide explicit feedback to teachers after watching them teach and provide them with training that helps to develop their skills. Newly qualified teachers are supported by more experienced colleagues. Other teachers have agreed targets with leaders, based on their individual needs and their areas of responsibility. New systems have been introduced for teachers to learn from each other by sharing the most effective teaching that exists in the school. It is too soon to show fully the effectiveness of this approach in terms of pupils' progress.
  - The school's commitment to equality of opportunity is illustrated by an increased rigour in checking how well individuals are doing. Teachers meet on a regular basis to discuss pupils' progress and suitable measures are put in place to ensure that those in danger of falling behind their peers or who are not making enough progress are provided with extra help. In lessons, there is a sharper focus on knowing what pupils can already do and planning activities that will move learning on.
  - Parents and carers are positive about the school and its staff. Parents and carers have expressed confidence in the leadership of the new headteacher and say that many aspects of the school's work are improving. The school works well with outside agencies to ensure that those pupils whose circumstances make them vulnerable get the support they need.
  - The school offers a range of subjects and activities that are enhanced by visits and visitors. Pupils choose from a variety of sporting clubs and participate fully in local community events. Staff ensure that there is a positive learning environment that promotes pupils' spiritual, moral, social and cultural development.
  - The local authority has provided effective support for the school, particularly in developing the skills of its leaders.
  - **The governance of the school:**
    - Governors ensure that requirements for ensuring pupils' safeguarding are met. They make sure that, where possible, they support school events and regularly seek the views of parents and carers. Governors have taken part in training and are better placed to make well-informed decisions about the work of the school. They have increased the level of challenge they apply to the school's leaders. They ask leaders searching questions in order to hold them to account for the school's performance. They are supportive of the headteacher in his drive to improve teaching; particularly in addressing weak teaching. Governors are increasingly involved in ensuring that good teachers are rewarded. They are supporting the headteacher in making sure that teachers' pay is linked to pupils' achievement. Governors are aware that recent improvements to teaching must be sustained for pupils' attainment in English and mathematics to rise to above national averages. Governors manage the school's finances effectively, including the spending of the pupil premium. They are aware that its use is helping these pupils to make better progress.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120416
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	401933

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	373
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christopher Wesley
<b>Headteacher</b>	Bill Lord
<b>Date of previous school inspection</b>	12 November 2009
<b>Telephone number</b>	01406 363381
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