

Sutton-Cum-Lound CofE School

Portland Place, Sutton-Cum-Lound, Retford, DN22 8PP

Inspection dates

19–20 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
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. It is not good because

- While pupils at the end of Year 6 reach broadly average standards, too few pupils make good progress, especially in reading.
- Teaching is improving, but over recent years it has not been consistently good enough to make sure that all pupils make good progress.
- In some lessons, the work that pupils are set is sometimes too easy or too difficult for them.
- Pupils do not always fully understand their learning and are not always able to judge when their learning is successful.
- At times, teachers' marking does not tell pupils what they need to do to improve and pupils are not given enough opportunities to respond to teachers' comments.
- Leadership requires improvement because it has not yet made sure that all pupils make good progress.
- Teachers are not held sufficiently to account for their pupils' progress.
- Subject leaders for English and mathematics do not check the quality of teaching enough in their subjects to influence pupils' progress.

The school has the following strengths

- The newly appointed headteacher has, in a short time, identified priorities and introduced changes that are bringing about improvements. She knows the school's strengths well and has an accurate view of what needs to be improved.
- Pupils feel safe and know that adults in the school look after them well.
- Because behaviour is managed well and relationships are caring and supportive, pupils are ready to learn and they have positive attitudes to school.
- Attendance has improved and now is above the national average.
- Governors question and support the newly appointed headteacher effectively.

Information about this inspection

- The inspector observed teaching and learning in six lessons, and five of these were jointly observed with the headteacher. In addition, the inspector listened to pupils read and made a number of other short visits to lessons.
- Discussions were held with the headteacher, staff, a representative from the local authority, governors and pupils.
- The inspector took account of the five responses to the online survey (Parent View) and the school's survey of parental views. He also took account of ten responses to the staff questionnaire.
- School policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's improvement plan were examined.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Full report

Information about this school

- Sutton-Cum-Lound Church of England Primary School is much smaller than the average-sized primary school.
- The school is organised into three mixed-age classes. These consist of Reception, Year 1 and Year 2, Year 3 and Year 4, and Year 5 and Year 6.
- The proportion of pupils known to be eligible for the pupil premium (extra funding to support pupils eligible for free school meals, those looked after by the local authority and pupils from service families) is below the national average. There are no pupils from service families in the school.
- The proportion of pupils from minority ethnic backgrounds is below average. The proportion of pupils from Traveller of Irish heritage and Gypsy heritage is higher than usual.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, and the proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- In 2012 the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A collaborative partnership between three local primary schools ceased in August 2012 and a new headteacher was appointed to Sutton-cum-Lound from September 2012.
- The school provides a breakfast club for pupils that is managed by the governing body.
- There is on-site pre-school provision that is not managed by the governing body and did not form part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching to good or better so that pupils make consistently good or better progress, especially in reading, by making sure that:
 - learning in lessons is neither too hard nor too easy
 - pupils fully understand their learning in all lessons and can judge when their learning is successful
 - marking always includes points for improvement and pupils are given opportunities to respond to teachers' comments.
- Improve the effectiveness of leadership and management by:
 - holding teachers more rigorously to account for their pupils' progress
 - making sure subject leaders for English and mathematics check teaching in their subjects to identify ways of improving teachers' performance so that pupils make good or better progress.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because, although standards are broadly average at the end of Year 6, not enough pupils make consistently good progress, especially in reading. While steps are being taken to improve standards in reading, pupils are not given enough opportunities to develop their early reading skills through the effective learning of phonics (the sounds letters make).
- Older pupils have a wide range of books in school and are beginning to enjoy reading. The best readers are becoming fluent and read with expression. They are developing opinions about favourite types of books and authors.
- The school's information on pupil progress, work in pupils' books and lesson observations show that achievement is improving.
- Most year groups enter the Reception class with skills and abilities similar to those typically expected for their age, except in literacy and calculation and measurement. Standards at the end of Year 2 are broadly average in writing and mathematics, but not enough pupils reach the higher levels of attainment, especially in reading.
- Pupils' progress in writing is improving. Most pupils are now acquiring and using the main features of effective writing competently. They are given opportunities to write at length in English lessons and in other subjects like science and history.
- Disabled pupils and those who have special educational needs make the same progress as their peers nationally in writing, but below in reading. Pupils from minority ethnic backgrounds, and of Traveller or Irish heritage and Gypsy heritage are given support which enables them to do as well as their classmates.
- Pupil-premium funding finances additional teaching and teaching-assistant time as well as additional resources for reading and writing. School checks show that additional one-to-one and small-group support is speeding up progress for pupils known to be eligible for free school meals.
- There were no looked-after children and too few pupils eligible for free school meals in Year 6 in 2012 to comment on their attainment. The school's current tracking information shows the gap between the progress of this group of pupils and others in the school is continuing to close.

The quality of teaching

requires improvement

- Teaching has not been consistently good to make sure that all pupils make consistently good progress. Teaching is improving but some weaknesses in practice remain.
- In some lessons, pupils do not always fully understand what they are learning, work is either too hard or too easy and pupils are not able to decide if their learning is good or not. Recently introduced displays in each classroom to help pupils to reflect on their learning are not always used effectively. Teaching is sometimes focused on what pupils are doing rather than learning. When this is the case, pupils do not make the progress that they should.

- Where teaching is best, lessons have a clear purpose and teachers share effectively the learning expectation, how this fits with what pupils already know and what they are going to learn, and how they can be successful in their learning. As a result, pupils know what they are expected to learn and can judge when they have succeeded.
- Where teaching is most effective, pupils are actively engaged and make good progress. For example, in a Year 5/6 lesson, pupils made good progress because the teacher linked the lesson to what they already knew and pupils then used their knowledge, skills and understanding to write extended biographies of well-known astronauts. Charts listing the features needed for effective writing, led pupils to make sure that their writing was of the highest quality. The teacher checked pupils' understanding throughout the lesson and adjusted expectations where needed. Pupils were totally engaged and produced high quality writing of which they were justly proud.
- Teachers are developing well the use of modern technology, like tablet computers, to extend opportunities to research and enhance learning.
- Most teachers mark pupils' work regularly and provide useful feedback. However, some pupils are not given ideas for next steps or how they could improve or enough opportunities to respond to the teachers' comments. Pupils know their individual targets, in English and mathematics, and can describe what they need to do to meet them.
- The teaching of reading, especially for the youngest children, requires improvement. Weaknesses in phonics teaching have led pupils to make inadequate progress in the past. An increased emphasis on the systematic acquisition of early reading skills is having an effect but it is too early to measure the overall impact.
- Although there is an appropriate balance of adult-led and child-initiated learning in the Reception class, better organisation and resourcing are needed to encourage children to read, write and use number well.
- Disabled pupils and those who have special educational needs are well supported by teaching assistants in class. They receive good one-to-one or small-group support from knowledgeable and experienced teaching assistants for both English and mathematics.
- Pupils eligible for pupil-premium funding also receive additional small-group and one-to-one support for reading, writing and mathematics from teaching assistants and this contributes well to the narrowing of the gap in their achievement.

The behaviour and safety of pupils are good

- Pupils behave well in lessons. They work readily in pairs and groups and support one another in their learning.
- Behaviour around the school is generally good. 'Young Leaders' are trained by staff and are 'on duty' in the school playgrounds at lunchtime. Leaders are very proud of their roles.
- School records of incidents regarding behaviour are well recorded and procedures and support for the minority of pupils with behavioural difficulties are appropriate, including support from outside agencies. The support of a games coordinator in the playground at lunchtimes is effective in developing social skills for targeted pupils.

- Pupils have a good understanding of safety and say they feel safe in school. Relationships between adults and pupils and among pupils are positive. Pupils understand the forms that bullying can take, including cyber bullying. They say bullying is rare and are confident of whom to go to, and that things would be dealt with, should they have a problem.
- Attendance has improved since the last inspection and is now above average, with persistent absence reduced.
- Children in the Reception class make good progress in their personal, social, and emotional development.
- The school provides good opportunities for pupils to develop their social skills in a safe and stimulating environment, both at the beginning and end of the school day with a breakfast club and after-school clubs.

The leadership and management requires improvement

- Although there have been improvements since the last inspection, senior leaders have not made sure that the pace of improvement has been fast enough to make the quality of teaching consistently good or better, or to enable all pupils to achieve well.
- The new headteacher and governors are accurate in their judgements of what needs to be improved and plans for improvement are rightly focused on moving teaching to good or better and ensuring good progress for all pupils. Recent evaluations and the findings from the inspection show early signs that both teaching and standards are improving and that the school has the capacity to improve further.
- Senior leaders hold regular meetings with teachers to discuss pupils' achievement and organise additional support, including links with outside agencies, for those pupils who are not making enough progress.
- Promotion and increases in pay are linked to the management of teachers' performance and training. However, individual teachers are not held sufficiently to account for the progress of their pupils.
- Subject leaders for English and mathematics do not have enough opportunities to check teaching so that they are responsible and accountable for pupil progress and improving the quality of teaching in their subject areas.
- Attention is given to checking whether pupils are making the nationally expected rate of progress over each key stage. However, until recently, senior leaders have not used achievement information well enough to check on the numbers of pupils who are making good progress and to make certain that all pupils are achieving well.
- The subjects taught support pupils' spiritual, moral, social and cultural development well. There are many opportunities for pupils to take part in a range of enrichment activities, such as after-school clubs, educational visits, theatre and music. A quarter of the pupils in the school are learning to play a musical instrument.
- The school is committed to equal opportunities and discrimination in any form is not tolerated.

- The local authority has provided good support for the new headteacher and the school. This support will continue.

■ **The governance of the school:**

- The governors are highly committed and are diligent in their management of finances and resources. They visit the school regularly so know it well. Governors have attended training and have the necessary skills and experience to fulfil their statutory duties, including with regard to safeguarding. Governors are aware of the quality of teaching and, together with the headteacher, make decisions about linking pay to teachers' performance. They know what the school is doing to reward good teaching and to tackle any underperformance. Governors are involved in allocating funding such as the pupil premium. Their understanding of the impact of this funding is informed by the headteacher's report to governors. The governors have a good understanding of pupils' attainment measured in average points scores at the end of Year 2 and Year 6 and of pupils' progress in Key Stage 2 and how this compares to achievement nationally. The governors question the senior leaders sharply and provide support for the leadership of the school.

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

Unique reference number	122809
Local authority	Nottinghamshire
Inspection number	406114

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Marion Strange
Headteacher	Nadine Lacey
Date of previous school inspection	27 January 2011
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