

# Sutton Manor Community Primary School

Forest Road, Sutton Manor, St Helens, Merseyside, WA9 4AT

**Inspection dates** 29–30 October 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils enter the school with skills that are often below those expected for their age and reach average standards by the end of Year 6 having made good progress from their individual starting points.
- The overwhelming majority of pupils make good progress through the Early Years Foundation Stage and enter Key Stage 1 having achieved a good level of development.
- Pupils with disabilities and special educational needs and those entitled to support through the pupil premium achieve well and enjoy their learning.
- The school's senior leadership team have worked with teachers to ensure that pupils' understanding of phonics, the links between letters and sounds, has improved significantly since 2012.
- Teaching has improved since the last inspection, and is now securely good and often outstanding.
- Pupils' behaviour is good. They are respectful towards each other, and say that they feel very safe in school. Pupils are proud of their school, and enjoy taking on responsibilities and supporting each other.
- The headteacher and senior leadership team are passionate about their school. They are very clear about what needs to be done in order to move it forward and as a result, standards in English and mathematics have improved since the last inspection.
- Governors are very committed, and help to ensure that the quality of teaching is continually improving.

### It is not yet an outstanding school because

- Relatively few pupils attain the higher levels in reading, writing and mathematics at the end of Year 6.
- Occasionally, teachers do not allow sufficient time for pupils to work things out for themselves and solve problems.
- Classroom activities do not always sufficiently challenge the most able pupils.
- Not enough opportunities are provided for pupils to develop confidence in speaking in class.

## Information about this inspection

- Thirteen lessons, as well as small group activities, parts of lessons, and phonics sessions (the links between letters and the sounds they make), were observed. Two joint observations took place with the headteacher and deputy headteacher.
- Inspectors listened to pupils read from Years 2, 3, 5 and 6 and held discussions with two groups of pupils from across the school.
- Inspectors scrutinised pupils' books in lessons and with the headteacher and deputy headteacher.
- Inspectors held informal discussions with parents, and considered 10 responses to the on-line questionnaire (Parent View), as well as the school's own surveys of parents' views. Questionnaires completed by 19 members of staff were taken into account.
- A meeting was held with a representative from the local authority's school improvement service.
- A meeting was held with four governors, including the Chair of the Governing Body.
- Various school documents were examined. These included minutes of the governing body meetings, records of pupils' attendance, behaviour records and safeguarding documentation, data on pupils' progress, records of the checks made on the quality of teaching, the school's development plan and reviews of its own performance.

## Inspection team

Lenford White, Lead inspector

Additional Inspector

Carol Machell

Additional Inspector

# Full report

## Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus, or with a statement of special educational needs is average.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is almost twice the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is well below average, as is the proportion of pupils who speak English as an additional language.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school offers a breakfast club which is managed by the governing body.
- Since the last inspection, the school has recruited two new teachers and reorganised its senior leadership team.

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

- Increase the number of pupils attaining the higher levels in reading, writing and mathematics at the end of Year 6 by, ensuring that assessment information is used consistently to plan lessons which fully match pupils' needs, so that activities challenge and interest all pupils, including the most able pupils.
- Improve the quality of teaching so that more is outstanding, by:
  - reducing the time spent by teachers talking to the whole class to give pupils more time to work things out for themselves and solve problems
  - providing more opportunities for pupils to develop confidence in speaking in class.

## Inspection judgements

### The achievement of pupils

**is good**

- Children enter the Nursery class with skills and abilities which are much lower than those expected for their age. Their personal, social, communication and language skills are especially weak. Very skilled and caring teachers and other adults ensure that children make good progress through the Early Years Foundation Stage. Outcomes are improving year on year and in 2013, children entered Key Stage 1 having secured a good level of development.
- The teaching of phonics is good. As a result, pupils' reading in Years 2 and 3 has improved significantly. Most pupils read often and widely. Those pupils who found learning to read challenging were skilled at sounding out the letters and said that their reading had improved as a result of working in small groups, and with Year 6 pupils, who regularly listen to them read.
- Good teaching ensures that the vast majority of pupils make good progress through Key Stage 1. Boys do particularly well in their reading. The school works well to ensure equality of opportunity and has devised an effective booster programme for those pupils who are at risk of falling behind.
- The regular checks made on pupils' performance in Key Stage 2 and the provision of support where it is needed, ensures that the vast majority of pupils make good progress as they move through this key stage. In 2013, pupils' attainment at the end of Year 6 was average. Pupils made good progress from their individual starting points, although relatively few reached the higher levels in reading, writing and mathematics.
- Pupils who are entitled to support through the pupil premium are taught in small groups where activities are carefully matched to their needs. This ensures that they make good progress in reading, writing and mathematics. The gap between pupils who are known to be eligible for free school meals and other pupils in the school is less than one term, and is rapidly closing.
- School leaders are careful to ensure that the performance of all groups, however small, is closely monitored. As a result, pupils from minority ethnic groups and those who speak English as an additional language achieve at least as well as their peers in school.
- Parents are very complimentary about the school's work with disabled pupils and those with special educational needs, the vast majority of whom make good progress. As one parent noted, 'My son has been well cared for and has made really good progress, I could not ask for better'. In 2013, the performance of disabled pupils and those with special educational needs was much better than similar groups of pupils nationally in reading and mathematics.

### The quality of teaching

**is good**

- The overwhelming majority of lessons observed during the inspection were either good or outstanding. A close examination of pupils' work over the last academic year reveals that teaching is typically good over time.
- Teachers have good relationships with pupils, demonstrate good subject knowledge and ensure that learning is exciting. As a result, pupils find lessons interesting and enjoy finding out about new areas of learning.
- The majority of lessons move along at a good pace, only stopping when necessary to, for example, clarify a misapprehension or to check on pupils' understanding. Teachers tell pupils about what they are expected to learn and check on that learning at the end of each lesson.
- Most teachers are highly skilled at asking questions, and are very careful to ensure that pupils are given time to think their answers through before they respond. This is especially the case in Nursery and Reception classes, where adults encourage language development through asking open questions, and encourage pupils to work together to solve problems.
- The quality of marking is consistently good in all year groups. Teachers are careful to ensure that all books contain clear information for pupils on how they can improve their learning. The best marking provides opportunities for pupils to comment on their own performance. As a

result, the vast majority of pupils know how well they are doing and what their learning targets are.

- Teachers usually ensure that lessons are both exciting and interactive. For example, in an outstanding Year 6 mathematics lesson pupils were asked to draw conclusions from a simple line graph, come up with ideas as to what it might represent, and analyse trends. Pupils then listened carefully as a classmate came to the front of the class to explain his measurements of the vertical and horizontal lines on a projected graph. However, few examples of pupils confidently speaking in class were observed during the inspection.
- Most teachers take full account of the school's assessment information, to plan lessons which challenge, interest and match the needs of all pupils. From time to time, this is not the case and in these lessons the most able pupils, do not always achieve to the best of their ability.
- Very occasionally, pupils are given too few opportunities to work things out for themselves and to solve problems, because much of the lesson time has been taken up by teachers talking to the whole class.

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

- Pupils are very proud of their school, their attitudes to learning are positive, and they enjoy coming to school. This is evidenced by their above average attendance. Those pupils who spoke to inspectors said that they enjoyed learning and finding out new things. Pupils are polite, eager to engage in conversation and are very supportive of each other. Their behaviour in and around the school and during lessons is consistently good.
- All parents who completed Parent View said that the school ensured that their child was happy, safe, well taught and making good progress. The school's more detailed surveys confirm these views, as did informal discussions between inspectors and parents at the start of the school day.
- 'On-line' safety has a high priority, through assemblies and in lessons and as a result, pupils have a good understanding of how to keep themselves safe when using the internet. They have a good understanding of cyber-bullying, and of how to both avoid and report it.
- Pupils are acutely aware of potential dangers within the community and understand 'stranger danger' well. They know never to talk to people they do not know or to engage in conversation with strangers on social networking internet sites. Pupils learn about road safety and the dangers of fireworks through visits from community police officers and fire fighters.
- Good relationships between the school's learning mentor and parents ensures that any difficulties that pupils may be having at home, or in the community, are picked up early and dealt with effectively.
- Pupils take on board responsibilities with vigour. This is exemplified through their work as peer mentors, the work of school council and the much appreciated paired reading that Year 6 pupils volunteer to do with Year 2 pupils at lunchtimes.
- Pupils know what discriminatory behaviour is, as one pupil noted 'You should not call anyone names because of how they look or because of where they are from'. During discussions, pupils revealed that any discriminatory behaviour that happens in school is always taken very seriously and dealt with immediately.
- Pupils and parents say that behaviour is good in school. A small number of pupils and parents reported that bullying occasionally takes place, but said that it was always taken seriously and dealt with swiftly and effectively.

### **The leadership and management** are good

- The headteacher, who is supported by a very able senior leadership team, committed staff and supportive governors, has worked well to ensure that the school has continuously improved since the last inspection.
- All teachers who completed the inspection questionnaire said that they fully understood and

supported the school with its strategic priorities, and indicated that they were very appreciative of their professional development and training. Many said that the mentoring and coaching support that they had received had improved their teaching practice.

- The school works closely with the local authority, which has provided support in a number of areas, including teachers' appraisal, scrutiny of pupils' work and in reviewing the teaching of mathematics.
- The curriculum provides good opportunities for pupils to practise their skills in reading, and mathematics across a range subjects including art, history, geography, science and through homework and topic-based projects. However, there are fewer opportunities for pupils to practice further their writing skills across the curriculum.
- The school has 'stepped up' its work in reading. Governors' approval and support for the school's new library, and the provision of increased reading opportunities for pupils with parents, governors and Year 6 pupils, has ensured that pupils' progress in reading is accelerating across all year groups.
- The school ensures that pupils' social and moral development are especially strong and continues to explore ways of enhancing their spiritual and cultural development through assemblies, circle time and personal, social and health education.
- The headteacher is careful to ensure that pupils are familiar with the mining heritage of their community, and to make sure that this is reflected in the school, and through the curriculum.
- The school prides itself on its partnership arrangements with local groups and the services it offers through the Shining Lights (community) Centre, which is managed by members of the governing body, together with other volunteers from the local community.
- Safeguarding procedures are followed closely and meet requirements.
- **The governance of the school:**
  - Governors understand the school's performance data. For example, they know that the school still has more work to do to increase the proportion of pupils attaining the higher levels in reading, writing and mathematics. Governors fully participate in the life of the school, and set the headteacher demanding targets. They regularly attend assemblies and celebratory events. Governors ensure that all teachers meet their targets before considering any recommendations for pay awards, and they keep themselves up-to-date with developments in education through their training.
  - Governors are aware that the pupil premium funding supports small-group teaching activities and additional teaching assistant time, and know that this has raised the attainment for these pupils who are eligible. Governors have agreed for the school's additional Primary School Sport funding for physical education and sports to be spent in a number of ways, for example, to support the school's community development officer in developing teachers' sports coaching skills.

## 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>	104764
<b>Local authority</b>	St Helens
<b>Inspection number</b>	426070

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>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tom Hargreaves
<b>Headteacher</b>	Chris Hoare
<b>Date of previous school inspection</b>	22 February 2012
<b>Telephone number</b>	01744 678700
<b>Fax number</b>	01744 678702
<b>Email address</b>	chris.hoare@sthelens.org.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

