

# Sutton-on-Trent Primary School

Church Street, Sutton-on-Trent, Newark, NG23 6PD

**Inspection dates** 12–13 November 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. It is not good because

- Although standards seen during the inspection are improving, too few pupils have made good progress in Years 1 to 6 over the last few years.
- The quality of teaching is not yet good enough to make sure that all pupils achieve well in reading, writing and mathematics. Teachers do not always plan work that is at the right level for all pupils, which limits their progress.
- Some teaching assistants are not used well enough throughout a lesson to move learning forward.
- Pupils do not always know how they can improve their work because the targets that teachers have given them are too difficult to understand.
- Plans to raise standards are not yet detailed enough and systems to improve the quality of teaching do not clearly identify what actions teachers need to take to improve learning.
- Some teachers responsible for subjects are at an early stage in developing their leadership skills.

### The school has the following strengths

- Teaching is consistently good in the Early Years Foundation Stage. Children make rapid progress because expectations are high and they move up to Year 1 with attainment that is above average.
- Pupils are friendly, enjoy school and behave well. This is because adults promote positive relationships so that pupils feel valued and safe.
- The governing body has a good knowledge of the strengths the school and challenges leaders to ensure that it improves.
- The headteacher and deputy headteacher are successfully making improvements. They use well-organised tracking systems to check how well pupils are doing and to identify those who need extra help. As a result achievement is improving.

## Information about this inspection

- The inspector observed seven lessons. All of these were observed jointly with either the headteacher or deputy headteacher. In addition, the inspector made a number of short visits to classrooms with the headteacher.
- Discussions with pupils about their work were held in lessons as well as in a small group meeting.
- Discussions were held with senior leaders, members of the governing body, teaching staff and a representative from the governing body.
- The inspector looked at pupils' work and listened to them read.
- A wide range of documentation was reviewed including national assessment data, the school's own data, monitoring records of the quality of teaching and the progress of pupils, the school's view of its own performance and its plans for future improvement. In addition, the minutes of governing body meetings, safeguarding documentation and external reports from the local authority were reviewed.
- Discussions with parents took place at the start of the school day and the 15 responses from the on-line questionnaire (Parent View) were taken into account. Consideration was also given to the 24 responses to the staff questionnaire.

## Inspection team

Sue Rath, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school. There are five classes: Reception, Year 1 and 2 are taught together; two classes where Year 3 and 4 are taught together; Year 5 and 6 are taught together.
- Most pupils are of White British Heritage and very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The percentage of children for whom the school receives the pupil premium (additional government funding for particular groups, including those known to be eligible for free school meals) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of overall teaching to consistently good or better, in order to raise the levels of achievement, by:
  - always setting work at the right level to enable all pupils to achieve as well as they can
  - making the best use of teaching assistants throughout a lesson to move learning forward quickly
  - ensuring that, across the school, all pupils understand exactly what they need to do to improve their work.
- Strengthen leadership and management by:
  - making sure that improvement plans have more precise targets to judge success, identify clear points along the way that are used by leaders and governors to check on how well strategies are working and identify clear timescales and responsibilities
  - helping the new subject leader for literacy to contribute more effectively to the drive to raise achievement by providing suitable training to improve relevant skills
  - improving the systems for monitoring teaching and learning so that all teachers are given clear advice to help them systematically develop the skills necessary to improve the quality of learning in their class.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because not enough pupils make good progress in Years 1 to 6. By the end of Year 6, pupils' attainment in reading writing and mathematics has been below average. Not enough of the most able pupils reached the higher levels in reading and writing. Although most pupils make the progress expected of them, too few pupils make better than expected progress. Progress across the school and for different year groups has varied too much year on year.
- Recent improvements to teaching have quickened the pace of learning. Data and work in books show that all current pupils are making at least the expected progress across Key Stages 1 and 2. Progress is strongest in reading and writing, with the school's data showing that the present Year 6 pupils are making good progress.
- The school's focus on raising standards in mathematics is proving effective. Although standards in 2013 remained below average, work in books shows that pupils are becoming increasingly confident in using their mathematical skills when solving problems. However, new ways of teaching mathematics are in the early stages of being implemented across the school.
- Although achievement in reading at the end of Key Stage 2 in 2013 declined, evidence during the inspection and the school's own data shows that most of the present pupils make good progress, whilst the progress of some still requires improvement. Pupils have a good knowledge of the sounds that letters make (phonics) and know how to break words down when they are unsure of new vocabulary. At Key Stage 1, pupils make good use of phonics to help them read unfamiliar words. At Key Stage 2, pupils are confident, enthusiastic readers and most read widely.
- Children join the Reception class with skills that are typical for their age. As a result of high expectations and a well-managed area, children's achievement in the Early Years Foundation Stage is good. The proportion of pupils making and exceeding expected progress compares favourably with national figures. They enter Year 1 as confident learners.
- The pupil premium funding is used well to support individuals. Additional resources and good quality one-to-one teaching has enabled pupils to make at least expected progress. The small number of pupils eligible for the pupil premium in Year 6 in 2013 means that it is not possible to comment on their achievement without identifying individuals.
- Disabled pupils and those with special needs are increasingly making good progress because of the well targeted support that they receive.

### The quality of teaching

### requires improvement

- Although teaching has improved since the last inspection and more teaching is now good, it still requires improvement because it is not consistently good in all classes and does not ensure that pupils make good progress over time. This is because work that teachers set is not always at the right level for individual pupils. Consequently, there are times when work is too easy and other times when it is too hard. When this happens, the pace at which they progress slows down.
- Pupils' understanding of how they can improve their work is inconsistent across the school. Although the use of targets has improved since the last inspection, they are often too complicated for pupils to understand and not all teachers refer to them frequently enough. This

means that pupils are not clear about what they need to do to improve their work.

- Teachers do not always make the most of teaching assistants during lessons. Too often, teaching assistants are insufficiently involved in working with pupils and aiding the pace of learning right from the start of a lesson.
- Marking is helpful. It recognises what pupils have done well, what could be improved and gives lots of encouragement. Pupils are not always clear about what they are expected to achieve by the end of a lesson because teachers do not provide guidance on how they can succeed that is matched to pupils' level of ability.
- In lessons where teaching is most effective, teachers have high expectations of pupils and what they might achieve by the end of a lesson. They encourage pupils to talk about their work and to explain their reasoning. Teachers ask probing questions that make sure that pupils have understood, and give them opportunities to judge for themselves how successful they have been.
- Teamwork is at the core of the school's organisation. Staff work and plan well together and value the opportunity to share expertise. They draw on each other strengths and provide exciting learning experiences for pupils.
- Teaching in the Early Years Foundation Stage is consistently good. The teaching of communication and language, the sounds that letters make, reading and mathematics is matched precisely to children's learning needs. Teamwork among staff is of a high quality and children have purposeful learning opportunities. However, the outside area is not being used to support all areas of learning. The school has plans to address this.

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

- Pupils behave well. In lessons, they show positive attitudes to the teacher, their learning and each other. This makes a strong contribution to the friendly and welcoming atmosphere that pervades the school. Pupils are well motivated and work hard in lessons. The work in their books shows that they take pride in their work and always try to do their best.
- Pupils are kind and considerate to each other and play well together. Pupils feel that their school is a 'big happy family' which takes care of everybody.
- Pupils are eager to take on a shared responsibility for the school and the weekly social and emotional aspects of learning (SEAL) assemblies enable all pupils to contribute to developing the school community. Year 6 pupils lead a group of younger pupils as they discuss how to improve areas of the school. A recent example of this was the improvements that have been made to the sensory garden.
- All pupils have good relationships with adults, feel safe and are confident that any poor behaviour is dealt with promptly and effectively.
- Pupils consider behaviour to be good. They understand what constitutes bullying, including cyber bullying, and are adamant that there is no bullying in school. Parents agreed that the school deals effectively with any misbehaviour.
- Pupils' spiritual, moral, social and cultural development is good. They are tolerant and supportive of each other. Through assemblies and the religious education curriculum they learn about faiths

and cultures and explore the feelings of others. The school is an integral part of the local community and, during the inspection, parents and volunteers were helping pupils make lanterns for the village lantern parade.

- Pupils enjoy coming to school, arrive promptly and attendance is now broadly average.

### **The leadership and management requires improvement**

- Leadership and management require improvement because there is still too much teaching that requires improvement. Although there have been some recent improvements to teaching and achievement, these have not yet made enough impact on improving progress across Key Stages 1 and 2.
- The headteacher has shared a clear vision of how to move the school forward and is fully supported by staff and governors in driving the necessary changes. Consequently, their strong sense of purpose and the changes already made show the school has the capacity to improve and develop further.
- The senior leaders have identified the right priorities for improvement, based on an accurate assessment of the school's strengths and weaknesses. However, the school's plans to raise standards do not identify how the school will measure its success precisely enough, by when and how this will be measured by senior leaders and governors. Plans do not identify points along the way so that checks can be made on whether they are successfully on track.
- The senior leadership team carries out regular monitoring and evaluation activities. These ensure that they have an understanding of aspects of teaching that require improvement and have provided appropriate staff training. However, these activities do not build around a shared view of what promotes good or outstanding progress in lessons and how teachers' skills will be systematically developed.
- Senior leaders use a well-organised tracking system to check how well pupils are doing and to identify those who need extra help. This information is shared with teachers, who are increasingly being held to account for the progress that pupils make.
- The newly appointed literacy leader is starting to develop the skills and knowledge necessary to lead and manage this area. She is being well supported by the deputy headteacher but, as yet, is not able to contribute fully in the drive to raise standards in literacy.
- One of the school's strengths is the very positive relationships with parents. The online survey (Parent View) indicated that all parents were satisfied with every aspect of the school. The school keeps parents well informed about their children's progress and makes early contact should any concerns arise. Parents are regular visitors to school and say that they feel part of the 'school family'.
- The way that the school curriculum is organised has a number of strengths. The school aims to provide as many memorable experiences as possible through themes. For example, the Key Stage Two work on Vikings started with a visit to the Jorvik Centre in York. Pupils said this helped to bring their learning to life. A wide range of additional activities and visitors enrich the curriculum.
- Safeguarding and child protection arrangements are fully in place, regularly reviewed, and meet statutory requirements.

- The school has identified that it will use its primary sports funding to increase the amount of sports sessions taught, improve provision for swimming and provide a greater participation in sporting events run by the Tuxford group of schools. Additional time from an external sport expert has been purchased to work with staff to increase their skills in effectively teaching a range of sporting activities. It is too early to assess the impact of these actions.
- The school has been supported effectively by the local authority which has provided advice in developing the quality of teaching and improving the achievement of pupils.
- **The governance of the school:**
  - Governors provide effective challenge and support. They are well informed about the strengths of the school and recognise the areas that need improving. This is because they have used the views of an external adviser to support them in their evaluation.
  - They know that achievement, particularly over time in mathematics, has been below national expectations and are actively involved in ensuring that improvements are maintained.
  - They use available data to evaluate how well the school is doing and frequently monitor the effectiveness of the school.
  - Governors are skilled at fulfilling their responsibilities because their individual roles relate to their particular strengths.
  - Ongoing training as a whole governing body ensures that they continue to improve their ability to challenge and support the school.
  - They monitor the targets set for teachers, as part of their performance management, to ensure that they are appropriate and check the links that are made to pay progression.
  - The governors make sure that resources are managed effectively. They understand how the additional funding available for pupils in receipt of pupil premium funding is used but recognise that they need to evaluate the impact of this spending.

## 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>             | 122678                            |
| <b>Local authority</b>                     | Nottinghamshire                   |
| <b>Inspection number</b>                   | 425031                            |
| <b>Type of school</b>                      | Primary                           |
| <b>School category</b>                     | Maintained                        |
| <b>Age range of pupils</b>                 | 4-11                              |
| <b>Gender of pupils</b>                    | Mixed                             |
| <b>Number of pupils on the school roll</b> | 116                               |
| <b>Appropriate authority</b>               | The governing body                |
| <b>Chair</b>                               | Tracy Khan                        |
| <b>Headteacher</b>                         | Ellen Gascoigne                   |
| <b>Date of previous school inspection</b>  | 8 December 2011                   |
| <b>Telephone number</b>                    | 01636 821286                      |
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