

Long Sutton Primary School

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

Inspection dates 24–25 April 2014

Overall effectiveness	Previous inspection:	Requires improvement	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		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards at the end of Year 6 in reading, writing and mathematics are below the national average.
- Work planned for the more-able pupils is not always hard enough. As a result, the proportion of pupils achieving the higher levels of attainment in Year 2 and the percentage making more than expected progress in Year 6, in reading, writing and mathematics, are below the national average.
- The work set in lessons is not always at the correct level to ensure pupils achieve as well as they can in reading, writing and mathematics.
- Although leaders and managers have proved successful in raising the quality of teaching and learning since the previous inspection, it is not yet good enough to support consistently strong achievement.
- Pupils are not given enough opportunities to practise the skills they have learnt in English and mathematics in other subjects.
- Pupils do not have a broad enough knowledge of the diversity of cultures that make up today's United Kingdom.

The school has the following strengths

- Pupils' progress and the quality of teaching are improving quickly due to the effective leadership and management of the headteacher and senior leaders.
- Children in the Nursery and Reception classes make good progress.
- Pupils say they feel safe in school. Their behaviour and attitudes to learning are good.
- Governors have contributed significantly to the school's improvement. They challenge and hold leaders to account, as well as supporting the school.

Information about this inspection

- Inspectors observed 27 lessons or parts of lessons, attended assembly and visited the breakfast club. Sometimes they were accompanied by the headteacher.
- Inspectors spoke to pupils about their views of the school, listened to pupils read in Year 1, Year 2 and Year 6, looked at work in pupils' books and observed them at play and lunch breaks.
- Meetings were held with the Chair of the Governing Body and other governors, senior leaders and other staff, and a representative from the local authority.
- Inspectors took account of the 30 responses to the online questionnaire, Parent View. In addition, inspectors looked at the responses to a questionnaire distributed to parents by the school and met informally with parents at the start of the school day. Inspectors also analysed questionnaires completed by 43 members of staff.
- Inspectors looked at a range of documentation including: the school development plan; the school's own assessment data and analysis of its strengths and weaknesses; policies and records relating to behaviour, attendance and safeguarding; information on pupils' progress and attainment, the performance of teachers and the work of the governing body.

Inspection team

Valerie Palmer, Lead inspector	Additional Inspector
Robert Berry	Additional Inspector
Rachel Garrett	Additional Inspector

Full report

Information about this school

- Long Sutton Community Primary School is larger than the average-sized primary school.
- Most pupils are White British. A very small number of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils supported by the pupil premium is above average. This is extra funding for pupils known to be eligible for free school meals and those in the care of the local authority.
- The 'Playpals' toddlers group, managed by the governing body, meets weekly on the school site. The school also runs a breakfast club.
- There have been some changes to the school's staffing since the previous inspection, including some changes this term.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching so it is regularly good or better by ensuring that:
 - teachers use their knowledge of what pupils already understand to set work that is not too easy or too difficult for them
 - more-able pupils are consistently challenged throughout the school.
- Raise standards and ensure that pupils' progress continues to accelerate in reading, writing and mathematics by giving pupils have more opportunities to use the skills they have learnt in English and mathematics in other subjects.
- Develop pupils' understanding of the different cultures that make up today's United Kingdom.

Inspection judgements

The achievement of pupils requires improvement

- Standards in reading, writing and mathematics are not high enough by the end of Key Stages 1 and 2.
- The proportion of pupils achieving the required standard in the national screening check for reading in Year 1 increased in 2013 but was still below the national average.
- At the end of Key Stage 2, in 2013, progress was not good enough in writing and reading. This was because pupils had not made the progress they were capable of in previous years. They had not caught up on previously lost ground. The percentage making good or better progress was below average in all three subjects.
- More-able pupils do not consistently make as much progress as they are capable of because work is not always challenging enough in reading, writing and mathematics.
- Children join either the Nursery or Reception classes with varying levels of ability but generally their skills are below those typically expected for their age. They settle well and make good progress in all areas of learning. This is because activities are well planned to meet their needs and interests. They leave Reception with average standards.
- Since the previous inspection, a determined effort from the headteacher, senior leaders and staff, through the introduction of a number of new learning strategies in reading, writing and mathematics, has led to pupils making accelerated progress in all subjects and in all year groups.
- The recent introduction of an improved programme for teaching phonics (how pupils learn letters and the sounds they make) for all pupils in Key Stage 1 and the Foundation Stage has proven effective. Phonics lessons linked to daily guided reading sessions, for all pupils throughout the school, are having a marked effect on the progress and standards pupils are achieving. A love of reading is being encouraged, with older pupils talking confidently about their choice of book, authors and what happens. Currently, the school's own assessment information shows pupils in Year 6 are on track to attain above-average standards in reading.
- The school has correctly focused on improving pupils' achievement in writing and progress is moving quickly in almost all year groups. Through the introduction of engaging subject matter and a number of new strategies, pupils are much more motivated. This was clearly demonstrated in a Year 6 class, where pupils, having looked at a film clip, were enthusiastically writing a narrative script with great success.
- By the end of Year 6, in 2013, pupils eligible for the pupil premium were, on average, about two terms behind their peers in mathematics and a year behind in reading and writing. Extra funding has been used effectively to provide a raft of new resources to support learning, including additional teaching assistant support and a play leader. As a result, school performance information shows that the gaps are closing.
- Progress for disabled pupils and those who have special educational needs has been similar to their classmates in previous years. Pupils are now making good progress and achieving well because there is effective support within classrooms, small groups and individually, and work is consistently matched to their specific learning needs.
- The small numbers of pupils who speak English as an additional language make at least similar

and frequently better progress than their peers.

The quality of teaching requires improvement

- Pupils do not always have enough opportunity to practise or apply the new skills they have learnt in English and mathematics in other subjects. This means that pupils do not have many occasions to write at length, using different styles, or to apply mathematical skills to answer questions in other subjects.
- Teachers do not always use assessment information accurately to set work in lessons that helps pupils to build on what they already know and understand. The content of the lesson does not always provide them with a suitable level of challenge and pupils do not always make the progress they are capable of. This is especially the case for more-able pupils.
- Pupils make good progress when teachers and teaching assistants ask them searching and probing questions in order to encourage them to think deeply before responding.
- In most lessons, teachers are very conscious that all groups of pupils need to make accelerated progress to catch up from previous years when progress was too slow. In a guided reading lesson, pupils made excellent progress as work was well matched to their abilities and incorporated a range of stimulating and engaging activities using real and fictitious words, spelling challenges, handwriting sheets, comprehension work and independent reading.
- Teaching assistants work closely with teachers. They are skilled, knowledgeable and make a valuable contribution to pupils' learning, particularly for those supported by the pupil premium and disabled pupils and those who have special educational needs.
- Marking and feedback are very good. Workbooks generally show that, this year, pupils have made good progress over time. Teachers mark work carefully and pupils are clear about what they have done well and what they need to do to improve. Teachers allocate time to ensure that pupils act upon written comments and they follow up any misconceptions that may have occurred. Pupils say they find this helpful.
- There are many strengths in the teaching and learning in Reception and Nursery. There is a strong emphasis on taking the children's interests and building learning around their ideas. In the Nursery, discussions around volcanoes resulted in one group looking at 'bigger and smaller', another used full sentences to talk about what a volcano would look like and great excitement rippled around another group, as the children's own 'volcano' erupted spouting bright pink 'lava'.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils listen considerately to adults. In lessons and around school, they respond quickly to instructions. They are courteous, well mannered and speak politely to visitors and each other.
- Good relationships between staff and pupils and a purposeful atmosphere result from behaviour being consistently managed throughout the school. Pupils are aware of the school's behaviour policy and can explain the effective system of rewards and sanctions. They play well together and support one another.

- Pupils say there is no bullying in school. If an incident were to occur, they are confident that an adult would help. Most parents and carers who responded to Parent View said that behaviour was good and bullying was dealt with effectively.
- Pupils want to do well and are enthusiastic about their learning. They concentrate in lessons and their attitudes to learning are good. Occasionally, their attention wanders when lessons are not so engaging.
- The school's work to keep pupils safe and secure is good. The school ensures that arrangements for pupils' safeguarding meet current requirements.
- Pupils say they feel safe at school. They explain how to keep safe in a variety of situations, such as crossing the road and when using the internet. They understand about the possible dangers of rivers, or when using electrical items.
- Pupils say they enjoy coming to school. This is reflected in the improvements in attendance, which is now above the national average. An overwhelming majority of parents and carers who responded to Parent View said their children were well looked after and felt happy at school.
- Pupils develop a sense of responsibility through a number of roles, including as house captains, eco- and school councillors and play leaders. The eco-council is very proud of its recommendation that the school purchase solar panels, which are already returning a profit to the school.

The leadership and management are good

- Although there is further to go to ensure that teaching is consistently good and pupils catch up fully on previously lost ground, leaders have already succeeded in driving key improvements at this school in the short time since the previous inspection.
- The headteacher has developed a skilled and effective leadership team which has high aspirations for all pupils and staff. Leaders correctly focused on improving the quality of teaching and learning, accelerating progress and raising standards. Literacy and numeracy leaders have developed and monitored a number of new initiatives to ensure progress is accelerating and the quality of teaching is improving.
- The leaders in Early Years Foundation Stage have consistently high expectations for all children.
- The school development plan accurately shows what steps are required to bring about future improvements and includes how actions will be checked by leaders and the governing body.
- The quality of teaching has improved since the previous inspection. Thorough arrangements for checking teaching have helped to improve the progress pupils make in their learning. Senior leaders regularly visit classrooms, and scrutinise planning and pupils' workbooks to ensure that pupils are making at least the progress they should.
- Teachers have targets relating to performance which are linked to the school development plan. Senior leaders hold teachers to account for their pupils' progress. Teachers say they have good opportunities to undertake a variety of training to support their development.

- The primary school sports funding has been used to bring in specialist coaches to motivate pupils to try out sports which they would not generally have access to, such as squash, wheelchair basketball and tri-golf. The funding is also being used for pupils to have increased access to competitive sports and additional training for staff. As a result, more pupils are taking part in exercise and taking an interest in sport.
- While the school has focused on developing pupils' skills in reading, writing and mathematics, it also provides opportunities for pupils to embark on engaging projects such as on chocolate, the Tudors and the Vikings. Pupils talk excitedly about visits and visitors to school, both local and further afield, which bring topics to life. There is a rich variety of after-school activities which encourage sport, music and creativity. The curriculum also provides many opportunities that develop pupils' spiritual, moral, social and cultural development. Pupils do not have sufficient awareness, however, of the diversity of cultures within today's United Kingdom.
- Parents and carers have the opportunity to bring their young children to the 'Playpals' toddler group, managed by the governing body. Fun, play activities develop children's social skills, and parents are able to get to know school staff prior to their children joining the Nursery.
- The school promotes equality of opportunity. It tackles discrimination to ensure that all pupils feel included in the school. It continues to develop links with different community groups and encourages pupils and residents to interact. This includes taking part in the Flower Festival, singing at local events and working with the Royal British Legion to set up a temporary museum about the Second World War which was attended by many members of the community.
- The local authority has worked closely with the school by giving effective guidance and training on leadership, teaching and governance which has contributed to accelerated progress this year in reading, writing and mathematics.
- **The governance of the school:**
 - The governing body has played a fundamental role in taking the school forward since the previous inspection. It has an in-depth knowledge and understanding of the quality of teaching and learning, and pupils' attainment and progress in comparison with the national picture. The governing body has actively sought new governors to bring new knowledge and expertise, while continuing to attend training to ensure they are up to date in all relevant areas. This has resulted in the Chair of the Governing Body being asked to advise at another school. Governors undertake the performance management of the headteacher, obtaining the expertise of an external agency. They ensure that teachers' pay rises are tied to the progress of their pupils and that action is taken to address any weaknesses in teaching. Monitoring of the school budget is rigorous and governors are aware of the impact of pupil premium funding on standards. The governors are very well informed and provide school leaders with strong support and challenge.

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	120416
Local authority	Lincolnshire
Inspection number	441935

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	378
Appropriate authority	The governing body
Chair	Chris Wesley
Headteacher	Bill Lord
Date of previous school inspection	7 February 2013
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