

Suttons Primary School

Suttons Lane, Hornchurch, RM12 6RP

Inspection dates 27–28 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Senior leaders, managers and governors have maintained a good level of education since the previous inspection by continuing to improve teaching and achievement.
- All groups of pupils achieve well from their different starting points. Pupils' attainment in writing is particularly strong.
- Teaching is consistently good. Learning support assistants make a valuable contribution to pupils' progress.
- Children get off to a good start in the early years. Staff keep careful records of their achievements.
- Pupils behave well and have positive attitudes to learning. They feel extremely safe at school and have a very good understanding of how to keep safe.
- Leaders and governors work well together to drive improvement. Middle leaders are fully involved in checking the effectiveness of their subjects and areas of responsibility.

It is not yet an outstanding school because

- Pupils often make spelling mistakes writing common words and teachers do not always correct them quickly enough.
- In some classes, marking does not always show pupils how to improve their work.

Information about this inspection

- The inspectors observed 24 lessons or parts of lessons, including seven jointly with the headteacher or deputy headteacher. The lead inspector also attended 2 whole-school assemblies.
- Members of the inspection team heard pupils read and, with the headteacher and deputy headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff, the Chair of the Governing Body and two other governors, and a representative from the local authority.
- The inspectors took account of 24 staff questionnaires and 44 responses to the Ofsted online questionnaire, Parent View. They also spoke informally to parents in the playground.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Veronica Young

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. There is one class in each year group and an additional Year 1 and Year 2 mixed class.
- Most pupils are from White British backgrounds. Over one quarter of pupils are from several other ethnic minorities, an average proportion. The proportion of pupils who speak English as an additional language, just under a fifth, is also average.
- Around one fifth of pupils are supported by the pupil premium (additional funding which supports pupils known to be eligible for free school meals or looked after children). This is below average. The school has a very small number of looked after children.
- One tenth of pupils are identified as disabled or with special educational needs. This is below average.
- Early years provision is full time in the Reception class.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Key Stage 2.
- There has been a change of headteacher since the previous inspection. The deputy headteacher became acting headteacher for a year and was made the permanent headteacher in February 2012.

What does the school need to do to improve further?

- Make teaching outstanding by ensuring that:
 - teachers help pupils to spell common words correctly in all subjects
 - marking in all classes consistently shows pupils how to improve their work.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher have been successful in creating a culture where teaching is consistently good and where pupils can thrive. The school's friendly yet purposeful atmosphere enables all pupils to be fully included, whatever their needs or circumstances.
- Members of the strong leadership team work very well together in driving improvement and ensuring that the leadership of teaching is strong. Middle leaders conduct thorough checks on the quality of provision and know their subjects and responsibility areas well. Key subject and other leaders, including the special educational needs coordinator, can show the positive impact of steps they have taken to bring about improvements.
- Leaders allocate the pupil premium very effectively to ensure that eligible pupils achieve as well as others. Additional teaching means these pupils are attaining at least as well, and often better, than their classmates. In this way, the school promotes equality of opportunity very well.
- The school fosters good relations with parents, the local community and other organisations. It ensures that discrimination is not tolerated.
- The quality of the curriculum is good. The range of subjects interests pupils and is enhanced by a good number of visits to places of interest, including St Paul's Cathedral and the Globe Theatre. Pupils undertake an annual project based around a painting at the National Gallery such as Renoir's *'Umbrellas'*. The school promotes pupils' spiritual, moral, social and cultural awareness extremely well. Pupils learn about different cultures and faiths, and grapple with philosophical questions such as, 'Should we help or punish bullies?' Pupils have been exploring their sense of Britishness, such as through enjoying photographs of the special features of British gardens. They are well prepared for life in modern Britain.
- The primary physical education and sport premium funding is spent effectively on training for teachers and coaching for pupils in a variety of sports including tennis and basketball. It is also used to promote sports fixtures with other schools. The impact of this has been to increase pupils' participation in sport and improve teachers' confidence in teaching it.
- The school ensures that all safeguarding requirements are fully met and are effective in keeping pupils safe.
- The school has received good support from the local authority, which has kept a close eye on its progress over the past year.
- Leadership and management have not yet managed to secure outstanding teaching in all classes and pupils' progress, while good, is not outstanding.
- **The governance of the school:**
 - The governing body is effective in its work. Governors have a good understanding of the quality of teaching and what the school is doing to reward good teaching and tackle any underperformance. They know how the school manages the performance of teachers and links pay rises to success in pupils' progress. Governors know about the school's data and how pupils' performance compares with other pupils nationally. They manage the school's finances well and ensure that additional funding, such as the pupil premium and primary physical education and sport premium, provides value for money.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils invariably have positive attitudes to learning. They are polite and friendly. They show respect to one another and to adults. They are confident in making their views known and take a pride in their school.
- Pupils are keen to take responsibility as 'ambassadors', for example showing prospective parents around the school. The school council takes an active role in school life, such as interviewing for new staff. 'Play pals' help younger children to make the most of playtimes.
- Pupils do much to raise money for charity. During the inspection, they were donning moustaches as part of the 'Movember' campaign to support men's health.
- Attendance is well above average, reflecting pupils' great enjoyment of school.
- Occasionally, pupils become distracted if they are not fully engaged by learning. This is why behaviour is not outstanding.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- All pupils say they feel safe and they are very confident about managing risk. Pupils go on walks with the headteacher to check the safety of the school site and have an excellent understanding of how to stay safe, for example when crossing the road.
- Pupils feel very well equipped to deal with any bullying should it arise. They have an excellent insight into different types of bullying such as racist or homophobic bullying.
- Pupils have all had training in e-safety and have learnt about cyber-bullying from a visiting theatre company.

The quality of teaching

is good

- Pupils are enthusiastic learners. Adults ensure that work is set at the right level for them and they are suitably challenged.
- The impact of teaching on learning and achievement in literacy, reading and mathematics is good. The school has made available additional time for teaching mental arithmetic. As a consequence, pupils know their number facts, such as tables, well, and apply them to solve problems. For example, Year 2 pupils, pursuing a Victorian theme, knew they had to halve Oliver Twist's diet.
- Pupils think carefully about their learning as a result of probing questions posed by teachers. This elicits greater understanding. For example, Year 5 pupils were asked what patterns they could see to help them predict the answers for multiplying by nine using three-digit numbers.
- Learning support assistants make a valuable contribution to pupils' learning and help them to achieve well. This is because learning support assistants benefit from high-quality training and are used effectively where the need of pupils is greatest.
- Books show that pupils make good progress over time. Teachers mainly have high expectations of pupils' work. While marking is usually helpful, occasionally there is inconsistency in its rigour. When this happens, pupils are not so clear about how to improve their work.
- Pupils learn spellings on a regular basis, but in some classes they do not always use them accurately in their work, and teachers sometimes do not correct them or emphasise how important it is to spell correctly.
- Reading is taught well. Pupils become confident and enthusiastic readers with a good understanding of text. A focus on promoting reading this year has included each class developing a stimulating and unique reading corner. This has motivated pupils to read widely and avidly.
- The school's success in teaching creative writing stems from teachers' very good subject knowledge. Pupils are given every opportunity to write imaginatively across different subjects. They are guided skilfully by teaching staff to write with flair and purpose. For example, Year 3 pupils wrote letters as Father Christmas apologising for not being able to deliver the presents this year, stating their reasons. Year 6 pupils have produced a very well-written anthology of poems about fish.

The achievement of pupils

is good

- Children join the school with skills that are generally typical, but often below in language and communication, and physical development. They make good progress in Reception because adults know them very well and set purposeful activities. These place a good emphasis on developing children's early literacy and numeracy skills.
- Pupils achieve well in Key Stage 1. Phonics (the sounds that letters make) is taught well and systematically. In 2014, the proportion of Year 1 pupils that reached the required standard in the annual phonics check was above average. There was no difference between the performance of boys and girls. All pupils who speak English as an additional language met the required standard. In 2014, the attainment of Year 2 pupils was a little above average, especially in writing.
- In Year 6 national tests in 2014, standards were average in reading and above average in writing and mathematics. Attainment in writing was particularly high, with almost two thirds of pupils reaching the higher levels. All current groups of pupils continue to make good progress in Key Stage 2.
- The proportions of Year 6 pupils who had made expected or better progress in Key Stage 2 in reading, writing and mathematics was above average, especially in writing. While pupils' creativity in writing is strong, in some classes, they spell common words such as 'because' and 'want' incorrectly.

- In 2013, Year 6 standards dipped, especially in mathematics. This was a small cohort of pupils, with several arriving late in Year 6 with low standards from other schools. There were also some weaknesses in the teaching of mathematics which have now been fully resolved. This is why pupils performed much better in mathematics in 2014.
- Pupils eligible for the pupil premium performed better than other pupils in the school in reading and writing, and were one term behind them in mathematics. Compared with pupils who do not receive the pupil premium nationally, eligible pupils performed better by almost a term in reading and by over a year in writing. The gap in attainment in mathematics was negligible.
- Compared with other pupils nationally, in 2014, pupils eligible for additional funding made outstanding progress from their different starting points. The progress of eligible pupils across the school is consistently good as they receive support that is targeted to meet their needs.
- Disabled pupils and those who have special educational needs make at least good progress in line with other pupils in the school, and sometimes better. This is because teaching staff identify pupils' needs promptly and arrange effective support for them. As a result, the performance of many pupils improved enough for them no longer to remain on the special educational needs register.
- The most-able pupils are challenged well to reach the highest levels of attainment. In 2014, the proportion of Year 6 pupils attaining Level 6 was above average in writing and mathematics.
- The school caters well for pupils who speak English as an additional language. Their progress is good in all years. A specially trained learning support assistant provides good support for pupils at the early stages of learning English.
- In all years, there is no difference in achievement between pupils with different ethnic backgrounds.

The early years provision

is good

- The early years is led and managed well. Early years staff ensure that children are ready to join the Reception class; they liaise well with the school's many feeder nurseries. They work very closely with parents, including running courses to show them how they can help their child at home.
- Staff track children's progress thoroughly and keep careful records of their assessments. They encourage parents to submit their own contributions about children's achievements.
- Children make good progress because teaching is consistently good and they are well equipped for starting Year 1. Children benefit from a wide range of memorable experiences that cover all areas of learning. Labels, such as 'Come and build a castle for the queen', inspire children to use their initiative from the wide range of available resources.
- While all learning is good, pupils do not always explore the different areas of learning in depth in the classroom as well as they do outdoors.
- Staff have established routines very well, resulting in good behaviour.
- Adults take every opportunity to promote learning. For example, when a child pointed out that an autumn leaf had fallen to the ground, the teacher asked, 'What's happening to the leaves at the moment?' The child spontaneously replied, 'They are decaying!'

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	102283
Local authority	Havering
Inspection number	443839

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Linda Baptiste
Headteacher	David Unwin-Bailey
Date of previous school inspection	13–14 January 2010
Telephone number	01708 443393
Fax number	01708 479804
Email address	admin@suttons.havering.sch.uk

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