

Sutton-cum-Lound CofE Primary School

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

Inspection dates 11–12 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Leaders and governors have tackled weaknesses decisively and successfully to ensure that the school has improved. As a result, pupils are making good progress and standards are rising in reading, writing and mathematics.
- Leaders check the quality of teaching rigorously. They use good systems that monitor and track pupils' progress. This ensures that teaching is good and no pupil falls behind.
- Children in the early years do well. Effective leadership and teaching ensure that they make good progress.
- Good teaching and attention to pupils' personal skills, as well as their academic development, result in good behaviour and pupils' eagerness to learn.
- Good help and guidance ensure that disabled pupils and those who have special educational needs, and disadvantaged pupils, are given additional help with their learning.
- Pupils enjoy school, and attendance is rising. They feel safe at school and adults pay good attention to their welfare and safety.
- The atmosphere throughout the school reflects a strong sense of community and mutual respect. Pupils' spiritual, moral, social and cultural development is promoted well, and they are well prepared for life in modern Britain.

It is not yet an outstanding school because

- Teachers do not always challenge the most able pupils to make the most of learning, particularly in English.
- Sometimes teachers do not keep a close enough check on how well different groups of pupils are learning in lessons, so they can adjust the difficulty of the tasks set and ensure rapid progress.

Information about this inspection

- The inspector observed learning and teaching in 10 lessons. Five of these were seen jointly with the headteacher, including an observation of the school's specialist sports teacher working with Key Stage 2 pupils. All four class teachers, both teaching assistants and some volunteers, including members of the governing body, were seen working with the pupils.
- The inspector looked at examples of pupils' work, heard a sample of pupils from Key Stages 1 and 2 reading and met with a group of pupils. Many informal opportunities were taken to talk with pupils.
- Discussions were held with both members of the senior leadership team – the headteacher and the senior teacher – in their various roles. A joint meeting was held with all the teaching staff in their roles as leaders of subjects or other aspects of the school's work, such as the early years.
- A discussion was held with a group of governors, including both the Chair of the Governing Body and the vice-chair.
- Telephone discussions were held with representatives of the local authority and the diocese.
- A wide range of school documents was reviewed. These included the school's self-evaluation and improvement plans, policies and reports on its strengths and aspects for development, monitoring records and reports, safeguarding records, material about the subjects taught, information provided for families, and governing body documents. The school's data, including records of pupils' progress, were also reviewed.
- The inspector took account of the 11 responses to an inspection questionnaire for school staff.
- The online questionnaire, Parent View, was completed by 21 respondents, and their views were taken into consideration. The inspector also considered written submissions provided by parents during the inspection, met with a number of parents at the school gate, and took into account the 32 responses to the school's own annual survey of its families' views.

Inspection team

Michael Miller, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than most other primary schools.
- Nearly all the pupils are White British and speak English as their first language. A very small number come from a Traveller heritage.
- There are currently three classes. Reception Year children attend full-time and are taught together with pupils from Years 1 and 2. Year 3 pupils are taught separately. Years 4, 5 and 6 pupils are taught together.
- A higher-than-average proportion of pupils either enter or leave the school each year. There are currently 40% more pupils than in July 2014. An increasing proportion of pupils come from outside the school's designated catchment area.
- The proportion of disadvantaged pupils supported by the pupil premium is currently below average. This is additional government funding for pupils who are known to be eligible for free school meals or looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve teaching and achievement by:
 - ensuring that the most able pupils always have something more challenging to go on to, to extend and deepen their learning, particularly in English
 - checking carefully to make sure pupils sustain rapid progress in lessons
 - extending the work with other local schools to refine and develop ways in which pupils of all levels of ability can be challenged to aim higher in their work.

Inspection judgements

The leadership and management are good

- The school's leaders ensure that it is a welcoming school within which no individual or group suffers any discrimination and in which good behaviour and good teaching flourish. Parents show very high levels of satisfaction with the school's leadership as a whole. They say their children are happy at the school and feel safe. Pupils say they like the school because it has a happy atmosphere and they feel they are treated fairly.
- The small number of teachers means that all have leadership responsibilities at some level. A high quality of teamwork and cooperation permeates the life and work of the school. This underpins the consistently good teaching and learning and helps create an atmosphere in which pupils can flourish both academically and personally. All staff take their responsibilities very seriously, and show an open approach to being accountable for their work.
- The school offers pupils a broad range of interesting and exciting learning experiences, including through a 'themed' approach to topic work. The school has made good progress in developing its approach to the new National Curriculum. It is currently exploring, with other local schools, new systems of assessment to gauge pupils' attainment.
- Leaders ensure that pupils are being prepared well for life in modern Britain. A thorough understanding and appreciation of British values is at the heart of the school's approach and increasing success. Discussions with pupils show that they value highly the ways in which the school promotes equality of opportunity and their understanding of fairness, respect and care for each other.
- The monitoring of learning and teaching is good. School records show a sensitive and positive approach to supporting learning and teaching that has led to improvements. Good, supportive and relevant training is helping to consolidate the improvements in teaching and pupils' progress.
- The school ensures that all the required policies and practices for safeguarding pupils are implemented effectively. Senior leaders and governors also check that additional funding has been used well to improve the achievement of disadvantaged pupils, for example through extra tuition and to ensure that pupils have full access to out-of-school activities.
- Very good use is being made of the primary school physical education and sport premium. This is giving pupils far more opportunities to participate and do well in sports and physical education. The school employs a qualified sports teacher to help lead sports development. This is enhancing not only the pupils' skills but also staff expertise in teaching physical education.
- The local authority monitors the school's performance on a regular basis and provides helpful training, including for the governing body. As a church school, there is similarly good support through the diocesan directorate of education. The school also works closely with local schools. This enables good checks to be made to ensure staff assessments of pupils' attainment and progress are accurate. Joint work to ensure that pupils of all abilities have high aspirations is not fully developed.
- **The governance of the school:**
 - The members of the governing body form an important part of the school's leadership team. They show a strong commitment to the school and have a close working partnership with the staff. Governors visit the school frequently, and some act as regular volunteers.
 - Governors have a good appreciation of the school, its local community and the nature of its pupils. Discussions with them show that they have a clear understanding of the school's strengths and areas for further development.
 - Through the informative reports they receive from the headteacher, governors gain a helpful understanding of how well the school is performing.
 - Governors are properly involved in monitoring staff performance and are knowledgeable about the quality of teaching, how weaknesses are tackled, and pupils' learning and progress. They ensure that

teachers' salaries are linked to pupils' progress, teaching quality and the national *Teachers' Standards*.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils' attitudes to learning are also good. In lessons, pupils mostly concentrate well on their work. They generally listen carefully to each other's ideas and almost always value each other's views. Pupils enjoy school and their attendance rates have improved since the last inspection; attendance is now in line with the national average.
- There is a positive sense of community throughout the school. Pupils appreciate how their teachers and other pupils help them to resolve any differences. Pupils listen carefully to each other's ideas. They are being prepared well as future young British citizens.
- Pupils show high levels of mutual respect for each other. Pupils from different age groups and backgrounds mix together well socially. This reflects well their good spiritual, moral, social and cultural development. Parents and pupils alike talk about the school as a 'family' that promotes the pupils' understanding of wider universal and community values and their responsibilities to others.

Safety

- The school's work to keep pupils safe and secure is good. All pupils who spoke with the inspector said that the school is a safe and secure place within which they can play and learn with confidence. Pupils were adamant that there is no bullying at the school. School records and parental responses support this view. As one pupil said, 'Being unkind hurts people inside, but this does not happen here.'
- The pupils have a good understanding of how to keep safe. They pay good attention to their own and others' safety and well-being. Children learn to be kind and considerate towards each other right from the Reception Year, and are given the skills to use tools and equipment safely. The importance of courtesy and respect is understood well by pupils of all ages. All staff take a consistent approach to behaviour management, and pupils respond well.

The quality of teaching is good

- Weaknesses in teaching have been dealt with through effective management and teaching is now consistently good.
- Relationships between adults and the pupils are good. Teachers and their assistants show suitably high expectations of themselves and their pupils. Pupils learn well because teachers understand them well as individuals.
- Teachers' planning is carefully devised to be effective for mixed-age classes and they use teaching assistants well to support pupils' learning. Because of this, the teaching of literacy, reading and mathematics is good across the school.
- Marking is effective. It takes place regularly and is linked to the targets set for the pupils in each particular piece of work. Pupils say that they also get good help and advice from their teachers following each task.
- Teachers are usually patient, gentle and give the pupils time and space to think and reflect. Pupils also realise that making mistakes in their learning helps them to learn. Consequently, their books show drafting and redrafting of work across subjects and this helps them to make good progress.
- The teachers are good at encouraging pupils to use their imagination, as well as their thinking skills. The writing of 'critiques' about pupils' own and others' work aids learning well, particularly in Key Stage 2.
- Teachers' questioning probes and extends pupils' learning well. Pupils are helped to reflect on their work. However, teachers do not always check how well pupils are learning during a lesson, in order to adjust

their approach. This sometimes slows progress. Occasionally, it means the most able pupils have nothing more challenging to go on to, when they have finished a task, or when they have shown that they understand the work.

The achievement of pupils is good

- In the two years since the school's previous inspection, pupils' achievement has improved significantly, particularly in Key Stage 2. This is because teaching has improved, and the school makes very effective use of its systems for tracking and monitoring individual pupils' attainment and progress.
- A very few pupils in each year group are disadvantaged, from Traveller backgrounds, or are disabled or have special educational needs. It is not possible to comment specifically about the attainment of these groups in any class or year groups without risk of identifying individual pupils. Nevertheless, the school does provide well for their education, and makes sure they make good progress both personally and academically.
- Most pupils currently at the school are making good progress in reading, writing and mathematics. As a result of the school's good tracking systems, any potential gaps in performance between specific groups of pupils and their classmates, or compared with other pupils nationally, are spotted quickly, and relevant action taken.
- The school pays good attention to the learning of its most able pupils in mathematics. Together with a local school, it is providing additional tuition for the most able mathematicians to help them reach the highest possible standards. Pupils' work shows that this is being successful. However, there is currently no such initiative to provide additional challenge for the most able pupils in English.
- The teaching of phonics (letters and the sounds they represent) is good throughout the school, and this helps support the increasingly good development of pupils' reading skills. Children's speaking and listening skills are being developed particularly well in the Reception Year, and this lays a firm foundation for their literacy work in later year groups.
- By Year 6, most pupils have developed into confident readers. They read accurately and confidently tackle new vocabulary and different ways to interpret text. When hearing pupils read, the inspector found that even the weakest readers were able to break words down successfully into their various sounds and make good sense of words new to them. The most able readers are reading fluently and with meaning, including giving 'character' to speech in the text.
- In the 2014 national tests and assessments, the attainment of Year 6 pupils was below average overall. It was well below average in mathematics, and in the English grammar, punctuation and spelling test. It was below average in reading, but average in writing. However, this represented good progress from their low standards two years earlier at the end of Year 4. As a result of improved teaching which accelerated pupils' progress made in their last two years at the school, pupils who left in 2014 were far better prepared for their secondary education than those who left at the time of the previous inspection.

The early years provision is good

- Children start in the Reception Year with knowledge, skills and understanding that are broadly typical for their age. However, a few show less well developed skills in mathematics and expressive arts and design. Most show relative weaknesses in their knowledge and understanding of the world.
- Staff check children's starting points thoroughly when they join, and intervene quickly when they identify gaps in children's learning or where children are exceeding expectations. Staff plan together, and this brings good benefits to children's development.

- Good leadership ensures that children’s achievement is good and they are being prepared increasingly well for their work in Year 1. This is because of the good teaching they receive. Working alongside older pupils helps them learn by experiencing the challenges and enjoyment in learning experienced by their older classmates.
- Staff regularly observe and record the children’s progress, assess the ways they learn and interact with each other, and use the results well to plan for their future work. The children’s ‘Learning Journeys’ record their learning and show good evidence for their progress across all the areas of development. Parents are also encouraged to contribute to these through records and observations of their children’s learning at home.
- Working relationships between staff and the children and their families are good. Parents say they value the contribution the school is making to their children’s learning and development. Children’s safety, health, welfare and general personal development have a high priority. They are kept safe in an environment that stimulates their curiosity and enables them to thrive.
- The children are well behaved and attentive. Staff look after them well and encourage them to play and work together sensibly. As a result the children do so, not only within their class but also with pupils throughout the school. Adults are successful in the ways they encourage children to cooperate and take turns. Children quickly learn to treat each other with respect and kindness. Their attitudes to school are good and they show a willingness and enthusiasm to work hard and do their best.

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	453554

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	62
Appropriate authority	The governing body
Chair	Marion Strange
Headteacher	Nadine Wilkinson
Date of previous school inspection	19 March 2013
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