

Long Sutton Primary School

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

Inspection dates	12–13 July 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, effectively supported by his assistant headteachers and middle leaders, has ensured a continued drive for improvement. This has resulted in improvements in the quality of teaching and in pupils making better progress.
- All staff, including governors have a shared vision for all pupils to achieve their full potential. Staff morale is high and everyone works closely as a team.
- Teaching is good and teachers are well focused on learning within lessons and progress over time.
- Pupils make good progress in reading, writing and mathematics. Most of the current Year 2 and 6 are at or above age-appropriate levels in reading, writing and mathematics.
- Parents are positive about the work of the school and the support their children receive.
- Children in the nursery and reception classes make good progress from their starting points. Adults' interactions with children reinforce and develop learning, and activities are well matched to children's interests and needs.
- Relationships are positive throughout the school between pupils and all adults. Behaviour is at least good. Pupils say they enjoy learning in all subjects of the curriculum as well as the extra-curricular activities that are offered, including the many that focus on sport.
- Governors are well engaged in the work of the school. They challenge school leaders effectively to address areas of development. Secure safeguarding arrangements enable pupils to say they feel safe and that they have learned much about keeping safe.

It is not yet an outstanding school because

- Teachers do not sufficiently set activities that challenge pupils to enable them to make more than expected progress in reading, writing and mathematics.
- Not all pupils have been taught correct letter formation. They are therefore unable to join letters successfully and develop a cursive script.
- Teachers do not always ensure that pupils apply appropriate knowledge of spelling patterns when they write.
- Attendance has improved but continues to be below the national average.

Full report

What does the school need to do to improve further?

- Further increase the proportion of pupils who make more than expected progress in reading, writing and mathematics by:
 - ensuring that teachers set activities that provide appropriate challenge and enable them to make more than the progress expected of them
 - ensuring that all pupils are taught how to form letters properly so that they can develop a cursive script when writing
 - checking that pupils apply appropriate knowledge of spelling patterns whenever they write.

- Further improve attendance to ensure that it is at least in line with national levels.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, his senior and middle leaders, teachers and governors have all, since the previous inspection, been successfully focused on improving the quality of teaching and learning, particularly in key stages 1 and 2.
- Senior leaders have recently introduced a new system to track pupils' progress in reading, writing and mathematics and science. Leaders and teachers participate in regular progress meetings to check the progress pupils are making. However, leaders acknowledge, through tracking pupils' progress, that the school's actions have not yet been sufficiently embedded to ensure that in all year groups enough pupils make more than the expected progress in all areas.
- Middle leaders are involved in a range of monitoring activities to improve the quality of teaching and learning, such as working alongside other teachers, and have a secure understanding of the quality of teaching and learning within the school. The school has invested in teachers' assessments being moderated by an external specialist. Documentation from this exercise shows that assessments are generally accurate.
- All teachers and teaching assistants are offered many opportunities to develop their expertise. The system for continuing professional development is said, by teachers, to be well targeted to their needs. Recent training for teachers and teaching assistants has been offered in mathematics and the teaching of English grammar, spelling and punctuation. Performance management of teachers is well established and teachers are given challenging targets to strive to achieve.
- Pupils say that they enjoy learning in all subjects. Topic books show the good progress pupils make in other subjects such as history, geography, design and technology and aspects related to personal, social and health education. The well-planned curriculum offers many extra-curricular activities and promotes pupils' spiritual, moral, social and cultural development effectively. Pupils know how to behave and get along well with their peers and the adults they meet in school. Pupils learn much about British values. Pupils spoke confidently about the government and recent political events. They know about the European Union referendum and about the prime minister resigning. Pupils spoke knowledgeably about democracy and how they vote for house captains, which they think is a fair system. They know that they are not old enough to vote but a few think they would like to!
- Pupils spoke maturely about why laws are made to keep everyone safe. During a discussion about safety, pupils said that they feel safe in school and know how to keep themselves safe because they learn about safety when visitors, for example from the police force or ChildLine, come into school to talk to them. Pupils demonstrated a good understanding of the importance of internet safety.
- Pupils appreciate the many opportunities they are given to take part in sporting activities. Physical education and sports premium for primary schools is used effectively. Teachers and pupils benefit from a specialist sports coach who is employed by the school and the training and support they receive from a sporting charity.
- Pupil premium funding is used well to support disadvantaged pupils. These are beginning to achieve as well as or better than their peers.
- **The governance of the school**
 - Governors speak knowledgeably about all school systems and procedures because they are well informed through meetings, paper trails, staff presentations and looking at pupils' work. After a recent look at pupils' books, governors stated that they saw a massive improvement in the quality and standards of pupils' work over that previously seen.
 - Governors have a good understanding of the established system that checks the performance of teachers and that of the headteacher. In addition, they have a clear understanding of the continuous professional development that is offered to all staff and how that has played a great part in improving the quality of teaching and learning.
 - During discussions, governors gave many examples of how they support and challenge the work of the school. The headteacher confirms this. Recent questions asked by governors have included the impact of additional funding and whether the quality of teaching has improved. Such challenging questions give governors a good insight into the quality of teaching that pupils receive.
 - Governors understand how additional funding is spent, for example that for the pupil premium or the physical education sports premium, because they ask questions relating to how it impacts on pupils' achievement.

- The arrangements for safeguarding are effective. School leaders and governors create a safe culture by checking that policies and procedures are kept up to date by being regularly reviewed. E-safety training is provided prior to internet safety week, in which all pupils and parents are invited to school. There are clear procedures to ensure that staff are vetted to make sure pupils are kept safe. Training for staff and governors is up to date. Health and safety checks are completed by the premises committee. Recent issues identified have involved new fencing and tree safety reports being completed on some trees in the grounds.

Quality of teaching, learning and assessment is good

- Teaching is good and has improved since the previous inspection due to the impact of effective professional development, which has led to greater progress. This improvement has been the result of everyone in school, including a member of the local authority, working together.
- During lessons, teachers have developed good ongoing assessment through questioning. Most teachers challenge pupils' answers, which extends their thinking by giving them opportunities to articulate their thoughts and develop their use of language. Most teaching assistants are skilled and support learning effectively.
- Teachers show at least good subject knowledge. Pupils were observed building on their prior knowledge and developing their subject-specific vocabulary, particularly in English and mathematics. Relationships are positive and non-threatening. Pupils say that they enjoy their learning and observations reveal good engagement in the activities they are given.
- Pupils spoke enthusiastically about Feedback Friday, which enables pupils to spend time responding to teachers' feedback and completing corrections in their work. This regular activity extends and reinforces the good learning they make.
- The teaching of phonics (letters and the sounds that they make) is well focused on, and pupils of all ages have good opportunities to apply what they learn when writing in English and in other subjects across the curriculum. However, teachers do not always ensure that pupils develop correct letter formation skills and this makes it difficult for them to join letters and develop a cursive script. In addition, pupils do not always apply appropriate knowledge of spelling patterns when they write. This, at times, hinders learning in lessons and progress over time, particularly for pupils reaching more than the progress expected of them.
- Teachers generally focus effectively on the needs and abilities of pupils when they plan activities. However, the head teacher acknowledges that teachers do not always set activities that provide appropriate challenge and enable pupils to make more than the progress expected of them, in reading, writing and mathematics.
- Teachers link subjects expertly which reinforces learning across the curriculum. Topic books, in Years 1 to 6, show good learning, where pupils work on interesting activities that link many subjects. In addition, there is good coverage of all subjects because all subjects have a high profile in this school.
- Parents are pleased with how their children learn and the quality of homework they receive.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good and this has been maintained since the previous inspection.
- Pupils are well cared for because their personal and academic needs are known well by all adults who support them. Relationships, as a result, are effective between pupils and adults. Pupils say they are given many opportunities to become independent and say they are well prepared for their next stage of education.
- Spiritual, moral, social and cultural development is promoted effectively as pupils learn about different world faiths and cultures. Pupils showed much empathy as they spoke about how the Jews were treated during the Second World War. Good curriculum links between English and history enabled pupils then to write letters to their future grandchildren about the terrible situation and how they hoped it would never be repeated in the future.
- Pupils have many opportunities to learn about different world religions and their developing understanding

of the wider world is secure. However, although most pupils show a good understanding of what they have learned, a few pupils cannot speak accurately about one or two of the religions they have studied.

- Pupils say they learn lots about keeping safe in school and when outside. They have confidence in the adults who look after them and say that the school is safe. Safety is enhanced by separate playgrounds for key stages 1 and 2. Pupils observed were active and boisterous and demonstrated a good level of self-discipline by cooperating effectively with each other.
- Pupils are given good guidance on eating healthily and talk accurately about how different foods are good for their bodies. They showed a good understanding of the importance of a balanced diet and how their heart and other vital organs worked.

Behaviour

- The behaviour of pupils is good, as it was in the previous inspection, because all staff effectively nurture an ethos of high academic and behavioural expectations. The behaviour policy includes a clear list of consequences for minor or more serious misdemeanours and pupils understand the behaviour system. They know the school motto 'to be a star' and they stick by it. Consequently pupils usually behave themselves and work hard in their classes.
- At times, better than good behaviour was observed, for example during discussions with Year 6 pupils. Behaviour in early years is exemplary. From an early age, children in the early years learn the school rules and stick by them. They are particularly good at sharing resources and being kind to one another. In all classes, positive and enthusiastic attitudes to learning are clearly evident. Whether inside or out, pupils know how to behave and incidents of poor behaviour are rare.
- Pupils are respectful and cooperative with each other. They listen well to each other especially when they work in small groups. When asked to discuss with a partner during classes, most pupils do this maturely and sensibly. Pupils are polite, friendly and helpful to visitors.
- Behaviour logs show that issues related to behaviour that is less than good are documented and it is rare for pupils to reoffend. Few pupils are excluded. Pupils learn about different forms of bullying and know that bullying of any kind is not tolerated in school. As a result, pupils say that usually this is a school with little to no bullying, but if incidents occur they are quickly dealt with by adults.
- Systems to monitor attendance have been developed since the previous inspection and attendance has improved although it continues to be below the national average. Pupils say they like the certificates and incentives they receive for good attendance and pupils confirm that improving attendance is a school priority.

Outcomes for pupils

are good

- In 2015, in Year 2 attainment was average for reading and maths and below for writing. In Year 6, attainment was average for reading and writing and below for maths. Progress was not good enough in parts of key stages 1 and 2.
- Previously the proportion of pupils who have made the progress expected of them has not been high enough. However, due to rigorous focus on improving the quality of teaching, by leaders at all levels, the proportion of pupils making at least the progress expected of them is now in line with levels achieved nationally in 2015. This represents an improvement in writing in key stage 1 and mathematics in key stage 2.
- The proportion of Year 1 pupils who reached the expected standard in the phonics screening has improved this year and is above the 2015 national figure.
- Current pupils' performance information shows that in almost all year groups, individual pupils and pupil groups make good progress from their starting points, particularly in English and mathematics.
- Teachers know the abilities and needs of the pupils in their classes. They are involved in regular progress meetings with senior leaders and are accountable for the progress their pupils make. The progress of individuals and pupil groups is carefully tracked by both senior leaders and teachers.
- Consequently, school performance information shows that the attainment gap between disadvantaged pupils and the others is narrowing. In addition, in Years 2 and 6, in reading, writing and mathematics, pupils eligible for premium have outperformed other pupils in school.
- Pupils who have special educational needs and/or disabilities usually make good progress because their most recent needs are known by teachers. Activities are planned that accurately match their needs and abilities and they receive good-quality intervention from teachers and teaching assistants.

- Similarly, teachers generally plan activities which enable able pupils to deepen their learning and make good progress.
- The main priority of leaders and managers, governors and teachers, has been to focus on improving the quality of teaching and learning and urgently address the historical legacy of underachievement. They are aware that the proportion of pupils making more than the progress expected of them, although rising, is still not high enough in some areas.

Early years provision

is good

- Leaders and managers have maintained good provision since the previous inspection. Children in the Nursery and Reception Year get off to a good start because they are well supported and transition into and out of early years is strong. The proportion of children who reach a good level of development is broadly similar to the national figure. Progress is carefully tracked to ensure that children achieve well in relation to their starting points which are low in reading, writing and the elements of mathematics.
- Teaching and learning are good because activities are well planned to match children's ages and stages as well as their interests. As a result, children are eager to take part in all that is offered. Almost all interactions, between adults and children, reinforce and develop learning effectively as children play. Adults focus effectively on different groups such as those identified as having special educational needs and/or disabilities and those who are most able. Consequently, children learn well because the adults who support them demonstrate a good understanding of how children of this age learn and they know their children well.
- The learning environment in the nursery and the reception classes is stimulating, attractively resourced to support the areas of learning and is safe. Safeguarding arrangements are secure. For example, all areas, including the outside areas, are regularly checked to ensure that children learn safely. Although policy relating to safety when children play out in the sunshine is in place, adults sometimes are not vigilant enough and allow children to play out without sunhats.
- Behaviour is exemplary in nursery and reception because all adults have high expectations. Children move around inside, without running, and demonstrate an excellent understanding of what inside behaviour should look like. Children know how to behave and move around using resources and equipment safely and sensibly. They are positive learners because they have confidence in the adults who support them.
- Children in the nursery were seen riding wheeled vehicles safely and enthusiastically while demonstrating an excellent understanding of sharing. In the reception classes, children, effectively supported by adults, used pens and pencils to show good control as they wrote recognisable letters and simple words. Many confidently wrote their names. Children were seen showing good independence as they worked unsupported in a small group developing their understanding of addition.
- Children begin to record their progress in books and on whiteboards. These show the good progress children make as they develop the skills needed to work out simple mathematical calculations and learn to write letters, words and simple sentences.

School details

Unique reference number	120416
Local authority	Lincolnshire
Inspection number	10011744

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained county
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	406
Appropriate authority	The governing body
Chair	Chris Wesley
Headteacher	Bill Lord
Telephone number	01406 363381
Website	www.longsutton.lincs.sch.uk
Email address	enquiries@longsutton.lincs.sch.uk
Date of previous inspection	24–25 April 2014

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils come from White British backgrounds.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- The proportion of disadvantaged pupils, those who are eligible for the pupil premium, which is the additional government funding for pupils known to be eligible for free school meals or looked after by the local authority, is broadly average.
- Very few pupils speak English as an additional language or are on the lowest levels of learning English.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors observed learning in 19 parts of lessons taught by 15 teachers. The headteacher took part in five of the observations with the lead inspector.
- Discussions were held with the headteacher, the two assistant headteachers, the middle managers, governors, pupils and a few parents. A telephone conversation was held with a representative from the local authority.
- The inspectors looked at many documents, including the school development plan, safeguarding documents and the self-evaluation document, pupils' previous and current work, a sample of learning journeys from the reception classes.
- Inspectors analysed 32 responses from Parent View, the Ofsted online survey, along with 119 responses to the questionnaires the school sent out to parents earlier this academic year.

Inspection team

Nina Bee, lead inspector	Ofsted Inspector
Lindsay Hall	Ofsted Inspector
Susan Heptinstall	Ofsted Inspector

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