

Kings Sutton Primary School

Richmond Street, Kings Sutton, Banbury, Oxfordshire OX17 3RT

Inspection dates

18–19 June 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not demonstrated the capacity to improve the school. Relationships between the school and the trust have broken down. Governors have not held leaders to account.
- In 2018, just under half of Year 6 pupils left the school having not achieved the expected combined standard in reading, writing and mathematics. From their starting points, many pupils do not make the progress they are capable of.
- Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) make poor progress.
- Senior leaders have not provided middle leaders with enough support to bring about change in their areas. Improvement is reliant on external support.
- Pupils are not well prepared for life in modern Britain. Some pupils do not appreciate equality.
- Leaders have not used the physical education (PE) and sport premium effectively.
- The arrangements for safeguarding pupils are not effective. Staff do not view safeguarding with enough importance.
- Teachers do not use information from assessment to plan activities that build on what pupils know and are able to do.
- Teachers follow the national curriculum; however, poor planning and weak teaching mean that pupils do not make good progress.
- Staff do not apply the behaviour policy consistently. Pupils do not show self-discipline. Parents and pupils report incidents of bullying.
- Lessons are frequently disrupted by poor behaviour. Pupils do not show positive attitudes to learning.
- The early years provision is inadequate. Too few children achieve a good level of development. Staff do not have high enough expectations of children's behaviour.

The school has the following strengths

- Attendance is consistently above the national average. Parents understand the importance of regular attendance at school.
- Teachers' subject knowledge in mathematics has improved. They have a secure understanding of the school's year-group expectations.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Urgently address the weaknesses in the school's safeguarding systems by ensuring that:
 - the arrangements for safeguarding and safer recruitment meet statutory requirements
 - the designated safeguarding leader maintains full and accurate records of safeguarding concerns
 - staff understand their responsibility to safeguard pupils
 - the trust checks the effectiveness of the school's safeguarding and safer recruitment arrangements.
- Improve the impact of leadership and governance, by:
 - establishing a clear and robust plan for school improvement which focuses on raising standards for pupils
 - evaluating the impact of funding for pupils with SEND and disadvantaged pupils to ensure that this funding is used effectively to raise standards for these pupils
 - supporting middle leaders to enable them to bring about improvements to their areas of responsibility
 - ensuring that pupils are well prepared for life in modern Britain
 - evaluating the use of the PE and sport premium
 - creating an environment in which staff, governors and the trust work collaboratively to raise standards for pupils.
- Improve the quality of teaching, learning and assessment, by:
 - ensuring that the assessment of pupils throughout the school is used effectively to plan pupils' next steps in learning
 - providing opportunities for pupils to practise and develop their writing skills
 - ensuring that the teaching of phonics (letters and the sounds they represent) and early reading is effective to enable pupils to make strong progress
 - ensuring that teachers' expectations of what pupils can achieve are ambitious and appropriate to pupils' abilities, including pupils with SEND and disadvantaged pupils
 - ensuring that teachers have high expectations of pupils' handwriting and standards of presentation.

- Improve pupils' personal development, behaviour and welfare by ensuring that:
 - all staff have high expectations for pupils' behaviour and applying the school's behaviour policy consistently, including when dealing with incidents of bullying
 - staff promote positive attitudes to learning
 - pupils understand the importance of equality, diversity and tolerance.
- Improve the quality of education in the early years by ensuring that:
 - staff have a secure understanding of assessment information and use this to prepare children for Year 1
 - staff consistently apply the school's behaviour policy.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the use of the pupil premium grant should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders are not sufficiently aware of the school's weaknesses. They have not recognised that standards have fallen at the school. Pupils are not receiving a good quality of education and expectations of pupils' behaviour are too low.
- The capacity to improve the school is weak. Relationships have broken down between leaders, governors, and the trust.
- Development plans do not address the school's significant weaknesses. Leaders have been complacent and have not checked the quality of teaching and learning or behaviour across the school.
- The school's systems for holding staff to account are poor. Leaders do not have high enough expectations for pupils. They do not routinely challenge staff when pupils fail to make the progress they are capable of. Many pupils underachieve.
- Leaders have not provided staff with effective professional development to raise standards. Actions for improvement have been implemented too late, or with insufficient support from leaders.
- Leaders have not spent the pupil premium grant effectively. Leaders repeat strategies aimed at raising attainment, despite there being insufficient evidence to show how actions have improved outcomes for pupils.
- Teachers do not always receive clear guidance on how to support pupils with SEND. The expectations for what these pupils should achieve are not high enough.
- Subject leaders have not had sufficient influence on raising standards. They are keen to make changes in their subjects. However, their actions have been hampered by a lack of support from senior leaders. Where improvements have been made, these are very recent, and rely heavily on external support.
- Pupils follow the national curriculum. However, the quality and consistency of teaching are weak. Pupils make poor progress.
- Pupils are not well prepared for life in modern Britain. Leaders have not ensured that pupils know about different faiths and cultures. Pupils do not understand the importance of equality, diversity and tolerance. Some pupils express views that are at odds with British values.
- Leaders do not know how the school PE and sport premium has been spent. They have not evaluated its impact on improving involvement in physical activities.
- Parents and carers express dissatisfaction with the leadership of the school. Over half of those parents who completed the Ofsted Parent View survey said they would not recommend the school to others.
- The school's provision for social, moral, spiritual and cultural education is satisfactory. For example, the curriculum develops pupils' social and cultural education through involvement in charitable activities and comparing the democratic systems in ancient Greece and today. Some pupils learn to play an instrument and sing in the school's choir.

- Trust leaders acknowledge that they have been too slow in recognising and acting on the significant weaknesses at the school. Procedures to hold leaders to account have been implemented too late to prevent the fall in standards and behaviour at the school.
- It is recommended that the school does not appoint newly qualified teachers.

Governance of the school

- Governors have not held leaders to account. They have been too accepting of what leaders have told them and have not checked that what they are told is correct, or that proposed actions are carried through.
- The trust and governors have not carried out their statutory duty to ensure that pupils at the school are safe. They have not checked that the school carries out the necessary checks before new staff are appointed. The trust has not checked that the school is following the trust's safeguarding procedures.
- The trust and the governing body are not unified. They have not worked together to challenge leaders to raise standards for pupils.

Safeguarding

- The arrangements for safeguarding are not effective. The school's procedures for safeguarding pupils do not meet statutory requirements.
- The school's culture for safeguarding pupils is weak. Leaders have not ensured that safeguarding is high priority. Staff do not view safeguarding with enough concern.
- Staff are not fully aware of how they would raise concerns about the headteacher or other members of staff.
- Staff having received training in the school's procedures, but do not routinely record the concerns they have about pupils. Designated safeguarding leaders do not routinely record concerns or actions following incidents. Pupils' records do not accurately reflect the number or nature of concerns about pupils.
- Leaders have not ensured that all checks are completed for staff and volunteers before they begin working with pupils. Leaders have not considered the possible risks to pupils by not carrying out such checks thoroughly.
- Statutory checks for governors are not routinely completed before they join the governing body.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not have an accurate understanding of what pupils can and cannot do. Assessment information is not used effectively to identify what pupils need to know to make progress in their learning.
- Teachers do not routinely identify and address pupils' gaps in learning. The significant gaps in pupils' knowledge prevent them from achieving at the standard of which they are capable.
- Expectations of what pupils should achieve in writing are too low. Teachers do not

sequence learning effectively to develop pupils' writing skills. Teachers do not provide pupils with appropriate guidance to help them develop their use of grammar, sentence structure and style. There are few opportunities for pupils to practise their writing.

- The teaching of early reading and phonics is not always well matched to pupils' stages in learning. Sometimes books are too easy or too difficult to enable pupils to make progress. The teaching of phonics is not always precise enough. Some of the most able pupils repeat tasks unnecessarily, and lower-ability pupils are not supported well enough to make progress.
- There have been some improvements to teaching in mathematics. The development of teachers' subject knowledge is enabling them to set generic tasks which match the school's year group expectation. However, in most year groups teachers do not use assessment information to identify and address the gaps in pupils' learning.
- Teachers do not routinely address pupils' misconceptions because they are not assessing pupils' understanding effectively in lessons.
- Teachers do not support disadvantaged pupils well because the school's strategy is not effective in supporting these pupils' individual needs.
- The support for pupils with SEND is not effective. Some pupils with SEND are underachieving due to poor teaching. The expectation for these pupils is not high enough and gaps in learning are not closing fast enough. Where pupils' needs are social or emotional, the expectation of their academic progress is low. These pupils are not supported or challenged to achieve as well as they should.
- Teaching in the wider curriculum is weak. There are limited opportunities for pupils to learn in some subjects. Subjects are not taught in any depth. Pupils' learning is not consolidated so they do not remember what they have been taught.
- There are some examples of more effective teaching in the school. For example, inspectors observed teachers using questioning well to support pupils. They reinforced learning to ensure that pupils fully understood concepts. Teachers used technical vocabulary to develop pupils' subject knowledge.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils' attitudes in lessons are not always positive and do not support their learning. Pupils are easily distracted. They do not show perseverance, resilience or determination.
- Pupils' understanding of equality and diversity is poor. They lack knowledge of different cultures and faiths. Some pupils do not understand or are intolerant of others' differences, for example an acceptance of lesbian, gay, bisexual and transgender status.
- Parents and pupils perceive that bullying occurs at the school. Some pupils said that

they do not pass on concerns to staff because they are not confident that matters would be resolved. Some pupils believe that staff do not treat all pupils equally, and do not resolve some incidents fairly.

- Pupils understand what it means to live a healthy lifestyle. They can explain that drinking plenty of water and eating fruit and vegetables are important. They also know that regular exercise will help them to stay healthy.
- Pupils learn about online safety and have a good understanding of how to stay safe when using the internet.

Behaviour

- The behaviour of pupils is inadequate.
- Pupils' learning is frequently disrupted by poor behaviour in lessons. Staff do not manage the behaviour of a small number of pupils effectively.
- Leaders do not provide staff with timely support to enable them to manage behaviour. Some staff do not have the training or skills to help them deal with situations as they arise. Too often, incidents escalate and result in the use of restraint.
- Leaders do not check that staff adhere to the support plans in place for pupils who demonstrate significant poor behaviour. Specific support programmes for these pupils are not effective as they are not reinforced by all staff when these pupils are in class or around the school.
- Staff do not have high expectations of how pupils should behave. Pupils do not always show self-discipline. When pupils' behaviour falls short, adults do not routinely apply the behaviour policy.
- Leaders have ensured that parents understand the importance of regular attendance at school. Attendance is consistently above the national average. The proportion of pupils disadvantaged by persistent absence is well below the national average.

Outcomes for pupils

Inadequate

- The proportion of pupils achieving the expected combined standard in reading, writing and mathematics was below the national average in 2018. Since 2016, just under half of pupils have left the school each year without the knowledge and skills to prepare them for the next stage of their education.
- In 2018 in key stage 2 pupils made weaker progress than pupils nationally in writing and mathematics. The progress pupils make by the end of key stage 2 has been declining over the past three years, most significantly in writing.
- The most able pupils do not make the progress they should. The proportion of pupils who achieved at the higher standard in 2018 was below the national average in reading, writing and maths.
- Disadvantaged pupils consistently make weak progress when compared with other pupils nationally. Each year since 2016, less than half of these pupils have left the

school having achieved the combined expected standard in reading, writing and mathematics.

- At key stage 1 the proportion of pupils achieving at the expected standard was below the national average in writing and mathematics in 2018. The proportion who achieved the expected standard in reading was similar to the national average, but too few pupils achieved the higher standard. This was also true of writing and mathematics.
- The school's assessment information shows that across the school pupils are underachieving in English and mathematics. This is particularly the case in writing, where, in most year groups, less than half of pupils are reaching the school's expected standard. Pupils' workbooks show that many are making weak progress across the curriculum.
- The proportion of pupils achieving the expected standard in the phonics screening check has been above the national average for the past two years. However, as phonics teaching is not well targeted to meet pupils' needs, some lower-ability pupils do not make the progress they should.

Early years provision

Inadequate

- Leaders do not use assessment information to ensure that more children achieve a good level of development (GLD) by the end of the early years. The proportion of children achieving the GLD has been well below the national average for the last two years.
- Teachers do not set high enough expectations of children's behaviour or apply the behaviour policy consistently. The poor behaviour of some children has hindered the learning of others.
- Support for children with SEND, particularly for those with social and emotional needs, is not put in place quickly enough to enable these children to settle well.
- Disadvantaged children receive additional support with reading and mathematics. This has enabled these children to make progress similar to that of their peers.
- Children enter the early years with the skills broadly typical for their age. Transition between pre-school settings, home and the school ensures that teachers know children well when they start at the school. However, as expectations of children's behaviour are not high enough, some pupils take time to settle.
- As whole-school safeguarding procedures are ineffective, safeguarding and welfare in the early years is ineffective.
- Teachers have good relationships with children. They encourage children to take part in activities which are planned to cover all aspects of the curriculum. Adults use questioning to develop children's learning further, for example children described bears using adjectives and positional language.

School details

Unique reference number	139857
Local authority	Northamptonshire
Inspection number	10086736

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	Board of trustees
Chair	Claudia Wade
Headteacher	Nicholas Peters
Telephone number	01295 811289
Website	www.kingssuttonpa.co.uk
Email address	bursar@kingssutton.northants-ecl.gov.uk
Date of previous inspection	3–4 June 2015

Information about this school

- The school is part of the Prime7 Multi-Academy trust. The powers of governance lie with the trustees. The trustees have appointed a committee known as the local governing body. The trustees delegate some of their powers to the local governing body.
- The proportion of pupils who are believed to speak English as an additional language is well below the national average.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils with SEND is below the national average.

Information about this inspection

- The inspectors observed learning in a number of lessons. Leaders were invited to participate in observations, but they did not do so. Inspectors observed the teaching of early reading skills and listened to pupils read. The inspectors also talked with pupils about their school and looked at examples of pupils' work to gain a view of the impact of teaching over time.
- Meetings were held with the headteacher, the leader for pupils with SEND, subject leaders, teaching assistants and lunchtime staff. The inspectors also spoke with the chair of the trust board and the trust chief executive officer, and six members of the local governing body which included the chair of the governing body.
- The inspectors spoke with parents informally and considered the 53 responses to the online parent questionnaire, Parent View, and the 15 responses to the staff survey.
- The inspectors looked at a range of documents, including: the school's self-evaluation and plans for improvement; the most recent information on the achievement and progress of pupils; information relating to the health, safety and safeguarding of pupils; and the most recent data relating to the attendance of pupils. The inspectors considered the range and quality of information provided on the school's website.

Inspection team

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Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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