

Inspection of Sutton Bridge Westmere Community Primary School

Anne Road, Sutton Bridge, Spalding, Lincolnshire PE12 9TB

Inspection dates: 23 and 24 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy being at school. They like to learn and play with their friends. Pupils know the staff care for them. They said that they feel safe and that they know there is always a member of staff they can speak to if they are worried about anything. Leaders prioritise pupils' well-being.

Staff have high expectations of pupils. They regularly discuss the school's values with pupils. Pupils understand these values. They are proud of their school. They like to choose fellow pupils for achievement certificates.

Pupils behave well, in and out of class. They told inspectors that if bullying does occur, then staff are quick to deal with it. Pupils respect each other. They are polite and caring. Pupils have a clear understanding of equality. They told inspectors that everyone is treated equally at school.

Most parents and carers are very pleased with what the school offers their children. One parent, typical of many, said, 'Teachers are kind and helpful.' Parents appreciate the support their children receive, and appreciate that staff are approachable. Some parents would like more information about their children's learning.

What does the school do well and what does it need to do better?

Leaders are reviewing curriculum plans. They have developed an effective curriculum in some subjects. However, in the wider curriculum, some subjects, such as geography, physical education (PE) and design technology, are at an early stage of development. In these subjects, leaders have not precisely identified the key knowledge that pupils need to learn. Some leaders are not sufficiently clear about how to improve the curriculum in their subject.

Leaders ensure that reading is a priority. Pupils learn to read in a very precise way from the moment they start school. There is a consistent approach to the teaching of phonics across the school. Pupils build up their phonic knowledge to enable them to learn to read. They use their decoding skills to sound out unfamiliar words. Staff choose books which match the letters and sounds pupils are learning. Teachers regularly check how successfully pupils learn new sounds. Staff are quick to provide support when pupils fall behind. However, on occasions, the support provided for pupils is not effective enough. Leaders are reviewing this support, so that all pupils who fall behind have the opportunity to catch up.

The mathematics curriculum is well organised. Leaders have set out the order in which pupils learn new knowledge, so that pupils build their understanding and skills securely. Pupils like mathematics. They use mathematical vocabulary well. Teachers frequently check pupils' learning. They provide regular opportunities for pupils to recap their mathematical knowledge over time. Teachers take the time to provide further explanations if pupils get stuck. They provide mathematical equipment to help pupils understand what they are learning. For example, some pupils use a

number square to help them to subtract accurately. Other pupils use counters to help them add numbers. This helps them to become confident in using their mathematical knowledge.

Relationships between children and adults are very positive in the early years. Leaders ensure that there is a strong focus on children's communication and language. Children like to sing nursery rhymes such as 'Five speckled frogs' when applying their understanding of number. Other children use 5p coins in the outdoor shop. The learning environment in the early years is very engaging. Leaders have set out how learning in the early years connects with learning which children will encounter as they move up through the school. This is very clear in plans for phonics, reading and mathematics. However, plans are at an early stage of development in other areas of learning.

Teachers are quick to identify pupils with special educational needs and/or disabilities (SEND). Leaders work well with external agencies. They ensure that pupils with SEND access the full curriculum. Staff provide high-quality support in lessons. They ensure that resources are suited to pupils' needs.

Leaders work well to promote pupils' personal development. Staff create a respectful culture. Pupils vote for house captains and school councillors. They like being junior road safety officers and mini-police. Pupils understand British values such as democracy and the rule of law. They have a clear understanding of different faiths.

Governors know the school well. They are aware of the school's strengths and what needs to improve. They understand their statutory responsibilities. Governors and local authority representatives support leaders in their development of the curriculum. Leaders work well with staff. They consider staff well-being and provide professional development. Leaders take account of staff workload. Staff are very positive about the school's leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide strong support for vulnerable pupils and their families. They act quickly when they have a safeguarding concern. Leaders work closely with external agencies so that pupils receive the support they need. They maintain detailed records of any pupils about whom they have safeguarding concerns. Governors regularly check the school's safeguarding procedures. Leaders ensure that they provide regular training for staff and governors.

Leaders have ensured that the curriculum provides opportunities for the pupils to learn how to stay safe. Pupils understand how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key knowledge and content that pupils need to learn in some subjects, such as PE, geography and design technology, are not sufficiently well planned and sequenced. It is not yet fully clear what pupils should learn and when, to build their knowledge over time. However, it is clear that leaders have begun to review and plan the curriculum from Reception to the end of key stage 2 in these subjects. For this reason, the transitional arrangements have been applied.
- Some subject leaders do not know well enough how to improve the curriculum in their subject. This can limit the success with which they lead the curriculum development in their subject. Leaders should ensure that all subject leaders have the necessary knowledge and skills to lead their subject areas successfully and improve the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	120502
Local authority	Lincolnshire
Inspection number	10200265
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair of governing body	Justine Sands
Headteacher	Karyn Wiles (Executive headteacher)
Website	www.griffinfederation.co.uk
Date of previous inspection	7 November 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up her post in September 2011. The chair of governors took up her post in September 2017.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, the head of school, curriculum leaders, the leader with responsibility for pupils with SEND, and a sample of teaching and support staff.
- The lead inspector met with representatives of the governing body, including the chair of the governors.
- Inspectors carried out deep dives in these subjects: reading; mathematics; PE; art; and geography. For each deep dive, inspectors met with subject leaders,

looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors examined a range of school documents, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding leader and the family support worker. Inspectors considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the responses to Ofsted's free-text service. Inspectors also considered the responses to the staff survey and the pupil survey.

Inspection team

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