

# Inspection of Sutton-on-Sea Community Primary School

Station Road, Sutton-on-Sea, Mablethorpe, Lincolnshire, LN12 2HU

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Inspection dates: 22 and 23 March 2022

**Overall effectiveness** **Good**

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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?**

This is a happy school. Relationships between pupils and staff are positive. Pupils are well cared for. As one pupil said: 'It is joyous here'. Another said: 'It's like one big family. It's never hard to find someone to play with. You can always find a friend.'

Pupils grow in confidence and achieve well in most subjects. They take pride in their accomplishments. Staff have high expectations. A senior member of staff was heard saying to a pupil: 'Head up. Be proud of yourself. Look the part. Be the part'. Pupils typically live up to this expectation.

Pupils behave well. They are polite and courteous. They are respectful to others. They greet each other around school and hold doors open for one another. Poor behaviour is rare. When it does occur, pupils get the support that they need.

Pupils play an active role in the school. Older pupils enjoy being librarians and lunchtime monitors. Pupils are proud of the work of the school council. They enthusiastically told inspectors about their upcoming fundraising activities in aid of Ukrainian refugees.

Pupils feel safe. Bullying is rare. Pupils understand the different forms that bullying can take. They are confident staff will deal with any instances that occur.

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

In most subjects, leaders have identified precisely what pupils are expected to know and remember at each stage of their education. However, the design of the curriculum for a smaller number of subjects is not at such an advanced stage of development. Leaders are in the process of addressing this. Additionally, in a small number of subjects, the curriculum sets out the subject specific skills that pupils are expected to develop. However, leaders have not identified clearly enough the underpinning knowledge that pupils need to be able to master these skills.

Reading lies at the heart of the school's curriculum. It is taught well. The phonics programme makes clear which sounds pupils should learn at each point of the year. In lessons, teachers have high expectations and make sure that all pupils participate; no one slips through the net. Phonics is taught consistently well. Pupils learn to read quickly. Reading beyond phonics is equally well considered. Pupils systematically experience a wide range of texts, authors and genres. They enjoy reading widely and regularly.

Children get off to a good start in the Reception Year. The early years curriculum is well designed across all areas of learning. It builds incrementally on what children should know and be able to do. Teachers regularly check on how well children are learning the curriculum. They adapt teaching quickly to address any gaps in

knowledge. Children in the Reception Year have positive attitudes to learning. They are enthusiastic and highly engaged in lessons, both inside and outdoors.

Pupils with special educational needs and/or disabilities (SEND) get the support they need to learn the same curriculum as their peers. The special educational needs and/or disabilities coordinator knows these pupils well. She systematically checks to make sure that the help they receive is effective.

Pupils are well prepared for life in Britain and beyond. The school's curriculum for personal development is designed to nurture pupils as global citizens. The curriculum for personal, social and health education (PSHE) and religious education (RE) helps pupils to learn about a wide range of people, cultures, religions and beliefs. Pupils are curious. They respect difference.

The school offers a wide range of extra-curricular clubs and activities. All pupils can participate in these. Leaders and staff actively encourage disadvantaged pupils and pupils with SEND to attend. However, leaders do not systematically record and evaluate which pupils access which activities. This means that leaders do not know how successful they have been in ensuring that pupils take advantage of the different activities, or where further work is required.

Senior leaders have a clear vision for the school. They have created a culture where pupils 'achieve today and build on tomorrow'. They have high aspirations for pupils. Senior leaders have secured improvements in the curriculum and leadership. They know what needs to improve further. They have established a cohesive staff team. Morale is positive.

The governing body routinely holds leaders to account. It provides an effective level of challenge and support. Governors share leaders' vision for the school. Governors carry out a wide range of checks to make sure that the school continues to improve. The governing body, together with leaders, is determined to secure a high calibre of staff at all levels of responsibility.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is the highest priority. This is reflected in the many reminders and prompts that are displayed around the school. All staff know what to do if they have a concern about a child. Concerns are followed up robustly. Safeguarding records are detailed and fit for purpose.

Pupils know how to stay safe in the community and online. They know what to do if they are worried or upset. They know that they can access 'the nest' at lunchtimes if they want to talk to an adult. Pupils are confident that all staff would help them to keep safe.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- A small number of subjects are not yet well planned and sequenced. These do not make clear what pupils are expected to know and remember at each point of their education. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of reviewing the curriculum in all subjects within their identified timescale. For this reason, the transitional arrangements have been applied.
- In a small number of subjects, leaders' intent for the curriculum does not make clear the underpinning knowledge that pupils need to have to master subject specific skills. This means that pupils do not develop these skills as proficiently as they could. Leaders should ensure that the curriculum sets out the underpinning knowledge that pupils need to achieve as well as they can in all subjects.
- Leaders encourage disadvantaged pupils and pupils with SEND to access the extra-curricular activities on offer. However, they do not systematically record and evaluate which pupils access which activities. This means that leaders do not know how successful they have been in ensuring that as many pupils as possible access the different activities. Leaders should ensure that they have a clear understanding of how many pupils, including disadvantaged pupils and pupils with SEND, take up the extra-curricular activities that the school offers.

## 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

<b>Unique reference number</b>	120479
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10200148
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Lyn Rouse
<b>Headteacher</b>	David Pearson
<b>Website</b>	<a href="http://www.sutton.lincs.sch.uk/">http://www.sutton.lincs.sch.uk/</a>
<b>Date of previous inspection</b>	8 March 2018, under section 8 of the Education Act 2005

## Information about this school

- There have been no significant changes since the last inspection.
- The school does not use any alternative provision.

## 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 held meetings with the headteacher, the deputy headteacher, the assistant headteacher, curriculum leaders, the early years leaders and the coordinator for pupils with SEND.
- Inspectors carried out deep dives in four subjects: reading; mathematics; history; and RE. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.

- Inspectors also looked at curriculum documentation for modern foreign languages, PSHE and the early years.
- The lead inspector met with four representatives of the governing body, including the chair. He held a telephone discussion with a representative of the local authority.
- Inspectors took account of the 19 responses to the Ofsted Parent View survey and 13 written comments from parents. Inspectors spoke informally to parents outside the school. They also considered the 27 responses to Ofsted's staff survey.
- Inspectors met with safeguarding leaders. They reviewed school documents, including those relating to safeguarding, behaviour and attendance. They held discussions with two early career teachers and visited the breakfast club.

### **Inspection team**

Vic Wilkinson, lead inspector

Her Majesty's Inspector

Di Mullan

Her Majesty's Inspector

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