

Inspection of Kings Sutton Primary Academy

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

Inspection dates: 23 and 24 March 2022

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	Inadequate

What is it like to attend this school?

Pupils are proud of their rapidly improving school. They like the changes that have been introduced. Pupils said that they have the chance to make a difference to their school again. School councillors can describe how they want to further improve the school. The 'sports crew' organise games for all on the playground. One pupil explained, 'We all look after each other and care about our school. We want to learn.'

Around the school the atmosphere is calm and purposeful. Pupils are attentive and focus on their work. Staff listen to pupils if they say that someone has upset them. Leaders record any allegations of bullying, and they meet with parents and pupils to make sure that it is sorted out. Pupils feel that bullying is now rare but is dealt with straight away. They say that all staff care about them and describe this as 'one of the best things about the school'.

Teachers have high expectations of what all pupils, including those with special educational needs and/or disabilities (SEND), will know and be able to do. Leaders have developed a new curriculum so that all pupils can gain the knowledge they need before they leave the school.

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

As the new curriculum has been introduced, leaders have prioritised training for teachers. Teachers say that this has helped them to support all pupils, including those with SEND, better. They are more ambitious about what all pupils will know. They change their teaching to help pupils with SEND learn better. Right from the start, pupils' individual needs are identified, and the right support put in place. However, in some subjects, curriculum thinking is not yet fully developed. In these areas, leaders have not identified the key knowledge that they want pupils to know.

Leaders have carefully considered how the curriculum will prepare pupils for life in modern Britain. Pupils can explain why they have learned about individuals such as Alan Turing or how they have been inspired by the example of Rosa Parks. They know that it is important that everyone is treated equally.

Some parts of the curriculum are deeply embedded. In mathematics, teachers ensure that pupils understand the small steps of knowledge well before they move on. They check for any misunderstandings. Pupils become fluent mathematicians who use what they know to solve problems.

Leaders prioritise reading. Leaders have made sure that at every stage the teaching of early reading is consistent. The 'me' books which pupils read by themselves match precisely the sounds that they know. A few pupils still have gaps in their early reading knowledge. They get the help that they need to become more fluent readers.

Staff in early years know that children need to know how to use words to communicate well. Carefully organised story times help this. Children learn about what new words such as 'munch' mean. They explain what they think will happen next to their talk partner. They show delight as they join in with the repeated language in stories. Activities in the early years area are linked to what children are learning. However, teachers do not always use these activities to help children to develop their language.

The curriculum in some subjects is at an earlier stage of implementation. Gaps remain in what pupils fully understand. For example, some pupils find it hard to make meaningful comparisons between non-religious worldviews and what religious followers might think. Not all subject leaders have had the opportunity to refine the curriculum and support their colleagues.

Pupils play together well. They enjoy being active and taking part in inter-school sporting competitions. They can explain how the school's motto of 'kindness, safety, pride and attitude' help them to live well together. They understand that some of their fellow pupils need more support to make the right choices. Staff consistently follow the plans for these pupils to make sure that any disruption to learning is managed well.

Staff have had a lot of work to do to improve the school. However, they say that leaders have been mindful of this and feel well supported. Working with other schools has helped to develop their knowledge of different subject areas.

Governors and trustees support leaders to make the right decisions at the right time. They have acted with ambition and urgency to raise expectations and improve the quality of education for all. Most parents praise the changes which have been made during challenging times. Leaders know that there is still work to do to ensure that all parents are confident that any concerns that they have will be addressed.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have organised regular training for all staff so that they know the dangers pupils face in the local area. They make sure that parents know about this too through updates in the newsletter.

Any concerns raised are acted on swiftly. Leaders try to make sure that families get the help that they need and check that this is making a difference. They challenge decisions which they feel do not protect children well enough.

Governors ensure that records are up to date and that staff know who to refer concerns to. They check that pupils know how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of refining the curriculum in all subjects within their identified timescale. For this reason, the transitional arrangements have been applied.
- In some subjects, curriculum thinking is not fully developed. Leaders have not identified with precision some of the knowledge that pupils need to know, or when they will revisit this. Pupils, including those with SEND, do not always build on what they have learned before. Leaders should continue to refine the curriculum so that staff know what the really important knowledge is that they want all pupils to know. They should check that pupils recall this.
- Some subject leaders have not had the chance to refine and improve the curriculum during its implementation. This means that subject leaders have not made sufficient checks to support staff knowledge and expertise in all curriculum areas. Leaders should ensure that all subject leaders have the opportunity to review these curriculums and further develop teachers' subject knowledge.
- Leaders are developing a curriculum in the early years which prioritises language. However, this is not yet fully embedded. Interactions are not yet routinely used so that children's language is developed during less structured parts of the day. Leaders should make sure that all staff understand how they can develop children's language so that all children can communicate and interact effectively.

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	139857
Local authority	West Northamptonshire
Inspection number	10209004
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	136
Appropriate authority	Board of trustees
Chair of trust	Claudia Wade
Headteacher	Nicola Kent
Website	www.kingssuttonpa.co.uk
Dates of previous inspection	12 and 13 May 2021, under section 8 of the Education Act 2005

Information about this school

- Two members of teaching staff have been appointed since the previous inspection.
- The trust inclusion leader has been permanently appointed.
- The school does not use any alternative providers.
- The governors manage an after-school club for pupils.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and senior leaders from the trust.
- Inspectors deep dived into the following subjects: early reading, mathematics, religious education and history. For each deep dive, inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with leaders about the curriculum in other subjects.
- Inspectors considered the range of documents that the school keeps with regard to safeguarding. They spoke with pupils, parents, staff and governors about safeguarding arrangements.
- Inspectors met with governors and trustees. They spoke with parents at the beginning and end of the school day and took account of views expressed through Ofsted Parent View.
- Inspectors spoke with groups of staff. They also took into account the views shared through the survey for staff.

Inspection team

Hazel Henson, lead inspector

Her Majesty's Inspector

John Craig

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022