

Inspection of Sutton-Cum-Lound CofE School

Portland Place, Sutton-Cum-Lound, Retford, Nottinghamshire DN22 8PP

Inspection dates: 29 and 30 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 Good

What is it like to attend this school?

Pupils are proud of their small village school. They enjoy coming to school and get on well with each other. One pupil summed up the views of many when they said: 'Sutton is a nice school. Everybody knows each other, teachers respect us. We like being with our friends.' Pupils said that they are happy and feel safe. They know that they can go to any adult in school for help or guidance at any time. Staff know the pupils very well. Relationships between staff and pupils are very positive.

Behaviour is good. Pupils understand the three golden rules: 'be kind, be respectful, be the best I can be'. Pupils conduct themselves extremely well around the school. They play happily together during their breaktimes. Pupils told an inspector: 'There is no bullying. Ever.' Pupils said that there are sometimes 'little moans', but staff deal with them quickly.

Leaders have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils enjoy learning. They like the range of subjects that they are taught. Staff commit to knowing each pupil individually. They provide the right level of support to boost pupils' learning and well-being.

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

Children in the early years get off to a good start. In the early years and key stage 1, daily phonics sessions help pupils to learn sounds quickly. Pupils read books that match the sounds they know. Leaders have recently introduced a new systematic approach to teaching phonics. They intend to train all staff in using this programme. Leaders aim to ensure that there is a consistent approach to the teaching of reading across the school. Pupils have positive attitudes to reading. They talked about their favourite books with enthusiasm. Staff encourage pupils to read often and are quick to spot any pupils who may need extra help to keep up.

In science and mathematics, leaders have identified the important knowledge that pupils need to know and remember. Subject leaders have ensured that the curriculum is sequenced so that new learning builds on what pupils already know. Pupils know and remember more in these subjects. However, in some subjects, leaders have not yet mapped out the key knowledge pupils need to learn. This means that pupils are not as well equipped to know and remember more in these subjects.

Pupils, including children in the early years, have positive attitudes to learning. They settle well because teachers set tasks that match pupils' interests. Classrooms are welcoming and stimulating places. Leaders and teachers have high expectations of pupils' behaviour. Well-established routines help the school day to run smoothly. Children in the early years are kind to each other, take turns and share. Older pupils follow the school rules. They respect each other. Across the school, pupils work and play well together.

Teachers have good subject knowledge. In lessons, teachers continuously check how well pupils have understood and remembered new learning. Teachers use this information to address pupils' misconceptions. Teachers make sure that pupils have time to revisit their learning if they have not understood something. However, leaders do not check precisely how well the curriculum is delivered. This means that leaders do not always know what is working well and what needs to be improved.

Leaders and staff work together to identify pupils with SEND. They work well with other professionals to ensure that these pupils get the specialist support that they need. Teachers think carefully about how they deliver the curriculum for pupils with SEND. This means pupils with SEND achieve well.

There is a strong focus on pupils' personal development. Pupils learn to be caring, active and responsible citizens. Pupils have opportunities to develop their talents and interests. Pupils enjoy the music, sports and craft clubs on offer. They also value being able to contribute to school life through the various leadership roles they hold. Pupils show respect for, and learn to appreciate diversity and difference. One pupil told an inspector: 'It is not the way you look; it is the way you act. Everyone is special in their own way.' Leaders promote the fundamental British values. However, pupils do not have a secure knowledge of these. Leaders are reviewing their plans to ensure that pupils develop a deeper understanding of this aspect of the curriculum.

Staff work together and support each other well. They are reflective and thoughtful about their work. They say that leaders consider their well-being and work-life balance. Staff receive good support from the local authority and governors.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their safeguarding responsibilities very seriously. There is a strong culture of safeguarding, and effective systems are in place to keep pupils safe. Staff receive regular and appropriate training. This helps to ensure that staff are alert to any problems pupils may face. Safeguarding records are well maintained. Leaders take prompt action in response to any concerns.

Leaders make appropriate referrals to outside agencies to secure the help that vulnerable pupils need. Any necessary actions are followed up without delay.

Pupils learn how to keep themselves safe. This includes online safety.

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 reviewing the curriculum in all subjects within their identified timescale. For this reason, the transitional arrangements have been applied.

- Curriculum leaders do not systematically check and evaluate the impact of the curriculum on pupils' learning. As a result, curriculum leaders do not know what works and what needs to be improved so that pupils know more over time. Curriculum leaders should ensure that they monitor the implementation of the curriculum so that pupils know and remember more over time.
- Pupils do not have a fully developed understanding of fundamental British values and other faiths and cultures. Leaders should ensure that pupils develop a deeper understanding of these aspects of 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	122809
Local authority	Nottinghamshire County Council
Inspection number	10200284
Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair of governing body	Keith Circuit
Headteacher	Nadine Wilkinson
Website	www.suttonlound.notts.sch.uk
Date of previous inspection	4 December 2018, under section 8 of the Education Act 2005

Information about this school

- The school is within the Diocese of Southwell. Its most recent section 48 inspection took place on 22 March 2016. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will be within eight years of the most recent one.
- The school does not use any alternative educational providers.

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 has 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.
- During the inspection, inspectors met with the headteacher, senior leaders and a range of staff.
- Inspectors met with members of the governing body. The lead inspector spoke to a representative of the local authority.

- Inspectors carried out deep dives in early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders to discuss the curriculum, spoke with teachers and spoke with pupils about their learning. They visited lessons and looked at samples of pupils' work. An inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with staff, governors and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered 21 responses to Ofsted Parent View, Ofsted's online survey, including 19 free-text comments. Inspectors met with staff and considered nine responses to Ofsted's staff survey.

Inspection team

Kirsty Norbury, lead inspector

Her Majesty's Inspector

Ged Philbin

Ofsted Inspector

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