

Inspection of Sutton Church of England Voluntary Controlled Primary School

The Brook, Sutton, Ely, Cambridgeshire CB6 2PU

Inspection dates: 10 and 11 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires improvement
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What is it like to attend this school?

Pupils are proud of their school. They 'strive to be the best version of themselves'. Pupils are safe because adults constantly have pupils' welfare at the forefront of their minds. Pupils know that an adult will help them if they ever have a concern. Older pupils look out for younger children and check that they are happy.

Pupils have high expectations about their own and others' behaviour. Pupils are kind and respectful towards others. They say that their teachers listen and act on their views. They know that their teachers would deal with any rare instances of bullying immediately.

Pupils are enthusiastic about learning and they 'learn lots every day.' They appreciate the support their teachers give them. Pupils enjoy a rich range of clubs and extracurricular activities. Pupils play sports and compete nationally, which helps them to be active and stay healthy. They visit the zoo, knit clothes and some even learn to hula hoop. Pupils have opportunities to make contact with children in other countries. This widens their understanding of a global world.

Pupils have been learning a much improved curriculum since the previous inspection. Their parents and carers are very pleased with the quality of education their children now receive.

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

Leaders have constructed an ambitious curriculum. Teachers have strong subject knowledge as a result of the training leaders provide. Teachers present new knowledge in small steps. They explain concepts clearly and revisit what pupils have previously learned. This helps pupils to gain a firm grasp of key knowledge.

The knowledge that teachers introduce builds on what pupils have learned before. This helps pupils to understand more complex ideas. They often apply their knowledge independently to solve problems. Most teachers regularly check how well pupils are learning. They provide pupils with help when they make mistakes or misunderstand. In some areas of the curriculum, some teachers do not do this as consistently, and pupils' learning slows.

Leaders have prioritised reading. Teachers adopt consistent approaches to the teaching of reading. As a result, Reception-age children learn sounds swiftly. Children blend sounds to read familiar words and sentences. Older children learn to read with fluency and expression. They are well equipped with strategies to help them read new words. Teachers make sure that pupils read books that are closely matched to their abilities. This helps pupils to become confident, fluent readers. Leaders acknowledge that phonics results in 2022 were disappointing. They have acted swiftly and ensure that pupils who fall behind with reading receive the precise support to help them to catch up.

Leaders have carefully selected the knowledge that Reception-age children learn. Teachers' skilful questioning enables children to build new language and further their understanding of the world around them. Children interact positively with each other and take turns because teachers have established very clear routines. Some activities, however, do not provide children with enough practice to apply their new knowledge independently. As a result of this, some children are not learning as quickly as they might.

The provision for pupils with special educational needs and/or disabilities (SEND) is strong. Leaders precisely identify those pupils who need additional support. They ensure that teachers apply appropriate strategies to help pupils with SEND to access the curriculum well. Leaders meticulously evaluate the impact of this support. This leads to further successful adaptations to the curriculum for pupils with SEND.

Leaders have established a caring and inclusive ethos that permeates school life. Pupils are compassionate and care about those less fortunate than themselves. They raise money for a children's hospice and for those who do not have enough to eat. The personal, social and health education curriculum ensures that pupils understand how to develop age-appropriate healthy relationships. Pupils learn how their bodies will develop as they mature.

Pupils are open minded and will not tolerate prejudice. Leaders provide many opportunities for pupils to hone important leadership skills and to represent the views of others. This helps heighten pupils' understanding of democracy. Pupils' suggestions have helped shaped school rules and made school life more environmentally friendly. Pupils therefore develop important life skills.

With support from the local authority, leaders' actions have led to swift improvement in all areas of school life since the previous inspection. Leaders have quickly won over the hearts and minds of parents. Teachers speak positively of the changes made and the support they receive from leaders. Governors hold leaders to account for their actions. Governors and leaders accurately evaluate how well the school is performing. They are eager to improve further. They are well placed to do this.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established an effective culture of safeguarding. Regular training ensures that all staff fully understand how to keep children safe. Staff know how to identify when a child may be at risk. They report concerns immediately, and leaders respond swiftly. Leaders seek additional help from a range of agencies. Leaders show tremendous persistence in ensuring that pupils receive the support they need.

Pupils understand how to keep safe when online and when they are not in school.

Leaders ensure that meticulous checks are made on all new members of staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of the curriculum, some teachers do not systematically identify misconceptions and mistakes in pupils' learning or they do not use their assessment of learning to inform their future planning. As a result of this, some pupils continue to make the same mistakes and misunderstand important knowledge. Leaders need to provide training to ensure that all teachers have the subject knowledge to assess accurately how well pupils are learning important knowledge and concepts.
- In early years, some learning activities in continuous provision are not tied closely enough to curriculum aims. As a result of this, children are not able to further consolidate and deepen their knowledge. Leaders must ensure that teachers provide children with sufficient opportunities to practise and apply their knowledge so that they learn better over time.

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.

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	110802
Local authority	Cambridgeshire
Inspection number	10255113
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	252
Appropriate authority	The governing body
Chair of governing body	Jessica Webb and Chris Shea (Co-chairs)
Headteacher	Mike Harrison
Website	www.sutton.cambs.sch.uk
Date of previous inspection	2 December 2020, under section 8 of the Education Act 2005

Information about this school

- There have been considerable changes to staffing and on the local governing body since the previous inspection. The headteacher took up his post in June 2021.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the chair of governors, other governors, representatives from the diocese and the local authority, and the headteacher, senior leaders, teachers and support staff.
- Inspectors carried out deep dives in reading, mathematics, science, art and physical education. These included discussions with subject leaders, visits to

lessons, meetings with staff and pupils, scrutiny of pupils' work and a review of any curriculum documentation. They also scrutinised other curriculum plans.

- Inspectors scrutinised the school's single central record and met with the designated safeguarding lead. They scrutinised safeguarding records and spoke with pupils and with staff.
- Inspectors considered the views of pupils, staff and parents. There were 33 responses to Ofsted's staff survey and 55 responses to the Ofsted pupil survey. Inspectors also spoke to parents at the school gate. There were 77 responses to Ofsted's online questionnaire, Ofsted Parent View. Inspectors considered 75 free-text comments from parents.

Inspection team

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