

Inspection of a good school: Sutton on the Forest Church of England Voluntary Controlled Primary School

Main Street, Sutton-on-the-Forest, Main Street, York, North Yorkshire YO61 1DW

Inspection date:

28 June 2023

Outcome

Sutton on the Forest Church of England Voluntary Controlled Primary School continues to be a good school.

What is it like to attend this school?

This school is at the heart of its community. Staff know pupils and their families well. There is a strong sense of mutual respect. Pupils benefit from very positive relationships with adults. They know that any adult, or one of the pupil well-being champions, will offer them help and support if they need it. This means that they enjoy school and feel happy and safe.

Recent changes to the school's curriculum have resulted in more ambition for pupils. Many pupils strive to live up to leaders' high expectations and achieve well. They understand the new school behaviour rules of 'be kind, be safe, be ready'. Most pupils work hard to adhere to them. Some pupils find this difficult at times, but they respond quickly to reminders from adults. Bullying is not a problem in the school. Pupils say that when people do fall out, adults help them to resolve it.

Leaders consider how to ensure that the school values of respect, compassion, friendship and perseverance run through the curriculum. There are several opportunities for pupils to develop and demonstrate these values, for example through participating in the Archbishop's Young Leader Award, or by attending one of the extra-curricular clubs.

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

Leaders have made several changes to the school's curriculum since the last inspection. The most significant has been the introduction of a new programme for teaching phonics. All staff are trained in how to teach the programme, which means it is taught consistently across Reception and key stage 1. Adults closely monitor pupils' progress. They quickly spot any pupils who are not keeping up and put interventions in place. The books that pupils read closely match the sounds that they know. Adults read to younger pupils daily.

They model how to read fluently, using intonation and expression. Older pupils would benefit from hearing adults do this more regularly.

The curriculums in some subjects, for example mathematics, are securely embedded from Reception through to Year 6. Leaders consider how the curriculum in Reception prepares children for what they will go on to learn in Year 1. Teachers demonstrate strong subject knowledge. They regularly check what pupils know and remember, for example by using flashbacks or short quizzes. They then use this information to plan pupils' next steps of learning. Pupils can talk about their learning in these subjects with confidence. They understand why they are being taught things in a particular order. They also know that what they are learning now helps to prepare them for the next stage of their education. Pupils with special educational needs and/or disabilities (SEND) are effectively supported to learn the same curriculum alongside their peers.

Some of the foundation subjects, such as art and design, are in the relatively early stages of development. The impact of the changes made to these subjects is beginning to be seen. Subject leaders are given time to check on how well their subject is being taught. They use this information to make improvements. Pupils' work shows that they are developing a much deeper understanding than they might have done previously. Teachers check what pupils have learned in the foundation subjects. However, assessment is not as effective as it is in the core subjects.

There are opportunities for pupils to develop their talents and interests, for example by attending extra-curricular clubs such as cricket or origami, or learning to play an instrument. Leaders consider how to offer extra-curricular clubs so that as many pupils as possible can attend. For pupils who are unable to stay after school, some clubs run at lunchtimes. The well-being champions are trained to run these. They relish this opportunity to lead.

Pupils learn about important issues, such as the protected characteristics, through the school's personal, social and health education (PSHE) curriculum. They have opportunities to engage in debate and hear other people's views and opinions by answering a 'big question', such as 'Is changing the world easy?' Pupils understand the importance of treating others equally and with respect.

The school is led and managed well. Governors play an active role in school life. They understand their statutory duties and are passionate about the school. Governors consider staff workload and well-being. Staff are proud to work at the school. There is a strong team approach.

Safeguarding

The arrangements for safeguarding are effective.

Staff and governors are regularly trained in a range of different aspects of safeguarding. They know how to report and record concerns and are alert to contextual safeguarding risks, such as county lines.

Pupils know that they can talk to any adult in school if they are worried. The well-being champions are trained to report concerns about their peers to a member of staff. Pupils learn how to keep themselves safe through the PSHE curriculum. Visitors to school, for example the fire service and the police, further enhance this learning.

Leaders conduct appropriate recruitment checks prior to appointing new staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is not used as effectively in the foundation subjects as it is in the core subjects. This means that gaps in pupils' knowledge may not be identified and, therefore, sequences of learning will not meet pupils' needs. Leaders should ensure that assessment in the foundation subjects is as effective as it is in the core subjects so that pupils achieve well across the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2018.

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	121518
Local authority	North Yorkshire
Inspection number	10290092
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair of governing body	Howard Hall
Headteacher	Helen Pye
Website	www.suttonontheforestschool.org/
Date of previous inspection	2 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school does not have nursery provision.
- Before- and after-school childcare is available on the school site. However, this is operated by an external provider.
- The school is a Church of England primary school within the Diocese of York. The most recent inspection of the school's religious character took place in March 2019.

Information about this inspection

- 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 held meetings with the headteacher, subject leaders, the chair and other members of the governing body, the director of education for the Diocese of York and the senior education adviser from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with subject leaders,

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

- The school's approach to the teaching of writing and some examples of pupils' writing were reviewed.
- Inspectors considered how the school caters for pupils' wider development.
- Pupils were observed reading to familiar adults.
- Pupils' behaviour in lessons and during breaktimes was observed.
- Inspectors examined the single central record and looked at how safeguarding incidents are reported. Inspectors spoke to leaders, teachers, support staff, governors and pupils about the culture of safeguarding in the school.
- The responses made by parents to Ofsted's online survey, Parent View, including any free-text comments, were considered as part of the inspection. Inspectors also considered the responses to the staff and pupil questionnaires.

Inspection team

Philippa Kermotschuk, lead inspector

His Majesty's Inspector

Amanda Devaney

Ofsted Inspector

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