

Inspection of Little Sutton Primary School

Worcester Lane, Sutton Coldfield, West Midlands B75 5NL

Inspection dates: 16 and 17 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since September 2012.

What is it like to attend this school?

Pupils thrive at Little Sutton Primary School. They are treated as individuals and each pupil's strengths are known and developed by staff. This means pupils feel confident to be themselves. Pupils love coming to school and are enthusiastic about learning.

Pupils feel proud that they are part of a school family where everyone wants to 'Learn, Strive and Succeed' together. Pupils, including those with special educational needs and/or disabilities (SEND), meet the school's high expectations and achieve exceptionally well in all subjects. This includes in reading, writing and mathematics, where their outcomes in national assessments are well above average.

Pupils' behaviour is exemplary. They have warm, trusting relationships with adults and as a result pupils want to behave well. In the classrooms pupils listen carefully to the teachers and to each other. Pupil play-leaders help to ensure that playtimes are purposeful and happy. Younger pupils have an older buddy in school who looks after them. Pupils are confident that the 'FAB' leaders (friends against bullying) will make sure that no child is ever left out or feels alone. Pupils' manners are particularly notable. They greet adults, visitors and other pupils with great courtesy and very high levels of respect.

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

A focus on reading is at the heart of the school's work. The delivery of phonics is exceptionally well organised. Teachers make the most of every opportunity to deliver learning that matches what pupils need. Expert staff deliver phonics with consistency and precision. As a result, pupils swiftly develop the phonic knowledge and skills they need to read with fluency. Adults quickly identify any pupils who are not as fluent and put in place a range of immediate and effective support. This results in all pupils, including those with SEND, becoming confident and enthusiastic readers. Alongside reading, the school has developed a highly successful approach to teaching writing. Consequently, by the time pupils are in key stage 2 they are fluent writers. The standard and quality of pupils' written work from Reception to Year 6 is high.

Starting in the early years, the school has expertly and meticulously crafted an ambitious curriculum. The important knowledge that pupils need to learn is broken down into small and carefully ordered steps. This enables pupils to build new learning on what they already know. In Reception adults interact in purposeful conversations with the children using specifically chosen vocabulary. For example, pupils use the correct names for parts of plants when learning how roots help plants to grow. Pupils across the school say that the teachers make it fun to learn. The work they do is meaningful. In mathematics pupils use local bus timetables to calculate how long it would take them to get to the centre of Birmingham. They work together to identify differences between journeys and describe their strategies to work out the quickest routes. The curriculum is enhanced with many trips. For

example, pupils go to local parks to develop orienteering skills, art galleries, a residential trip and take part in frequent sporting competitions against other schools.

Teachers benefit from high-quality training that helps them to deliver the curriculum with confidence and ease. They explain concepts clearly and they skilfully make connections between previous and current learning. Teachers regularly check to identify whether pupils have any missing knowledge. They give clear feedback and guidance that helps pupils to improve.

The school places a very high priority on the early and accurate identification of SEND. Staff are ambitious for these pupils. They put appropriate support in place as quickly as possible. As a result, these pupils achieve very well. Progress in reading for pupils with SEND is exceptional.

Pupils have highly positive attitudes to their learning. They are focused, enthusiastic, resilient and they learn without distraction from others. Staff encourage pupils to reflect on their own work. For example, in physical education pupils use electronic tablets to record each other's performance in a standing long jump. They then evaluate this and suggest ways to jump longer distances. Children in Reception learn to cooperate, share well and show respect for each other. Pupils want to come to school and they attend regularly.

The provision for pupils' personal development is outstanding. Pupils benefit from many well-considered opportunities beyond the curriculum. The school's 'Sparkle' awards provide pupils with opportunities to broaden their experiences by undertaking a series of challenges. Kindness is important and pupils learn that they have responsibilities to make a difference to the local community and the wider world. Pupils pick up litter in the local area and they have developed links with a nearby care home. Pupils regularly send 'postcards of kindness' around the world. Pupils develop the skills of effective leadership through roles such as school councillors. The school council makes a real difference. For example, they organised a book swap shop, and they persuaded school leaders to add more plants to the school grounds. Pupils acquire an in-depth knowledge of issues such as diversity and equality. They embrace and celebrate each other's differences.

Despite the successes of the school, staff are not complacent and continue to strive for excellence. Inspirational leaders carefully identify when further improvements could be made. They check that any changes made have a positive impact. This includes being mindful of how changes could affect staff workload. Staff feel that this positively impacts their well-being, so that they can focus sharply on teaching. Governors have an accurate oversight of the school's work, that they use to support and challenge leaders extremely effectively. Parents are overwhelmingly positive about the school, the headteacher and staff.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	103388
Local authority	Birmingham
Inspection number	10294480
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	424
Appropriate authority	The governing body
Chair of governing body	Mark Griffiths
Headteacher	Rachel Davis MBE
Website	www.littlesu.org
Date of previous inspection	19 and 20 September 2012

Information about this school

- The school does not make use of any alternative provision.
- The school is a designated English Hub supporting other schools to promote a love of reading, develop early language and develop early reading.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspectors carried out deep dives in these subjects: reading, mathematics, history, art and design, and physical education (P.E.). For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of

pupils' work. Inspectors also looked at samples of pupils work in science and writing.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors held meetings with the headteacher, the assistant headteachers, curriculum leaders and the special educational needs coordinator. The lead inspector met representatives of the governing body and spoke with a representative from the local authority.
- Inspectors met with the leaders responsible for the early years, disadvantaged pupils, behaviour, attendance and personal development.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance and documentation relating to attendance and pupils' behaviour.
- The inspectors spoke with groups of staff and took account of views shared through the staff survey.
- During the inspection, the inspectors met with groups of pupils both formally and during less structured parts of the day.
- The inspectors took account of responses to Ofsted's online survey, Ofsted Parent View. The inspectors also spoke informally with parents on arrival to school and at the end of the school day.

Inspection team

Corinne Biddell, lead inspector	His Majesty's Inspector
Mike Onyon	Ofsted Inspector
Mary Maybank	Ofsted Inspector

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