



Sutton-on-Trent Primary School

Inspection Report

Unique Reference Number 122678
LEA NOTTINGHAMSHIRE LEA
Inspection number 281324
Inspection dates 13 July 2006 to 14 July 2006
Reporting inspector Mr. Keith Edwards AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Church Street
School category	Community		NG23 6PD
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01636 821286
Number on roll	142	Fax number	01636 822238
Appropriate authority	The governing body	Chair of governors	Mr.Martin O'Connell
Date of previous inspection	24 January 2000	Headteacher	Miss. Ellen Gascoigne

Age group	Inspection dates	Inspection number
4 to 11	13 July 2006 - 14 July 2006	281324

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is below average size and almost all of the children live locally. Almost all of the pupils are of White British heritage and all come from homes where English is the first language. Attainment on entry to the school is generally below average although there is a wide range of ability in each class. The range of socio-economic circumstances is broad. The proportion of children entitled to a free school meal and the proportion with learning difficulties and disabilities, including those with a statement of special educational need, is below that of most schools. The school has been through a long period of unsettled staffing. The school gained the Investor in People award in 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education within a caring environment. Achievement is satisfactory, although recent test results at the end of Year 6 have reflected pockets of underachievement, particularly in mathematics. The current work of the older pupils shows that this trend is beginning to be reversed, although they could still do better in this subject. Teaching is satisfactory but there are inconsistencies in the use made of assessment data when planning lessons for different groups of pupils. Provision is good in the Foundation Stage and standards are similar to those expected when the children enter Year 1. Throughout the school, the curriculum provides a good basis for the children's learning. The pupils thoroughly enjoy their time at school. It provides a good level of pastoral care for them and their personal development is a strength. As a result, relationships are strong and the pupils' behaviour is outstanding. The school provides a focus of the community that it serves and works well with other schools. The school's view of itself is accurate and has resulted in a clear strategy for strengthening its effectiveness. There has been satisfactory improvement since the last inspection. This has been particularly evident in the last academic year when the headteacher and the deputy headteacher have set a clear agenda for improvement. The leadership team is steadily becoming more rigorous in monitoring the work of the school and in raising expectations of the pupils' achievements. The governors provide satisfactory support. The school provides satisfactory value for money.

What the school should do to improve further

- Raise standards in mathematics. - Improve teaching and learning by making more effective use of assessment data when planning work for different groups of pupils.

Achievement and standards

Grade: 3

Children make good progress in the Foundation Stage, particularly in their communication skills and their personal development. They are well set to meet the expected levels. The pupils make satisfactory progress in Years 1 and 2 and have a secure grounding in the basic skills of literacy and numeracy. Progress by all groups of pupils is broadly satisfactory in Years 3 to 6 although progress in mathematics is inconsistent. Results in the national tests in English, mathematics and science in 2005 showed a broadening gap between what the children were expected to achieve and their actual performance. Results in the last two years have not reflected the pupils' potential and the school has failed to meet its targets. After significant underachievement in 2005, this trend is beginning to be reversed and achievement is satisfactory. The school has set challenging targets for the pupils currently in Year 6 and the quality of their work in English and science shows they are more likely to be met. However, standards in mathematics continue to fall short of expectations.

Standards in information and communication technology(ICT) have been improved through enhanced resourcing.

Personal development and well-being

Grade: 2

The pupils' personal development is good. They benefit from a climate in school that enables them to grow in confidence and self-esteem and to take responsibility. The pupils are kind and considerate towards each other and their behaviour is outstanding. They take pride in the presentation of their work. The pupils contribute well to improving the quality of school life through the voice of the pupil council. Attendance is satisfactory and the pupils thoroughly enjoy their time at school because they feel safe and secure and the school provides an interesting range of activities. The spiritual, moral, social and cultural development of the pupils is good and there are particular strengths in the moral and social aspects. The pupils have a very clear understanding of right and wrong and they work very well together. Their spiritual and cultural development is promoted well through assemblies, art and music. The pupils have a strong sense of their own rural cultural traditions and a growing awareness of cultural diversity. They know how to be healthy and safe; for example in a Year 5 science lesson the pupils had a good awareness of the dangers of working with electricity. They are keen participants in the school's drive to encourage healthy lifestyles and are soundly prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

Although much of the teaching seen during the inspection was good, evidence indicates that over time teaching and learning have been satisfactory overall because the pupils have not always achieved as well as they might, particularly in mathematics. Although there is sound assessment information, teachers have not made the most of it when planning work for different groups of pupils. Feedback to them has not supported the next steps in their learning. The teachers and the teaching assistants work very well together for the benefit of the pupils. The high quality relationships are a strong feature of each age group and this underpins the very good levels of discipline that are maintained in the classroom. The teachers use a good range of methods to gain the pupils' interest, to make lessons enjoyable and to involve them in their learning. In most lessons, there is a strong focus on speaking and listening to develop the pupils' confidence in expressing their ideas and this works well. Furthermore, the emphasis placed on giving the pupils direct first hand experiences is successful in helping them to learn. This is very evident in the classes for Years 1 and 2, where the teachers use a range of stimulating activities.

Curriculum and other activities

Grade: 2

The curriculum is good. The school places appropriate emphasis on developing the pupils' literacy, numeracy and ICT skills and putting them to increasingly good use in other subjects of the curriculum. The school makes good provision in music, French and physical education by employing specialist teachers. Events such as 'Arts Week' and 'Africa Week' bring much creative and imaginative flair to the life of the school. Pupils with learning difficulties are catered for appropriately but there is some inconsistency in the way that the needs of other groups of pupils are met. The range and quality of extra-curricular activities are good and, together with a wide array of visits, visitors and residential visits, bring a more exciting edge to the quality of learning. Most pupils take part in the different activities and pupils and parents are very appreciative of what the school offers. The numerous sporting activities on offer as well as the good personal, health, social and citizenship education (PHSCE) curriculum do much to promote the importance of keeping fit and healthy.

Care, guidance and support

Grade: 3

The care, guidance and support for learners are satisfactory overall. The headteacher has successfully fostered a strong sense of teamwork and has ensured that the welfare of the pupils is paramount. The family atmosphere of the school strongly supports the pastoral care of the pupils but academic guidance lacks rigour. Staff ensure that pupils' safety is a high priority and child protection arrangements are clearly understood by all staff and are reviewed regularly. The pupils enjoy trusting relationships with the adults in school and are confident that they can approach the staff should they have concerns. Risk assessments are carefully attended to. Any pupil at risk is identified early and support arrangements are put in place. Pupils with learning difficulties and disabilities are soundly cared for academically. In the past, results in the national tests have been impaired by the school's lack of rigour in its assessment procedures. Although the school analyses results to identify gaps in what is being taught, too little attention has been given to using this data to raise expectations of achievement. Furthermore, not enough attention has been given to discussing with the pupils what they need to do to improve. This has been particularly evident in mathematics and has limited the pupils' performance in tests.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The headteacher and staff provide good role models in terms of high quality relationships that strongly support the school's ethos and traditions. The recent strategy of freeing the headteacher and the deputy headteacher from a class responsibility has enabled senior management to make a rigorous evaluation of the work of the school. In turn this has led to a clear plan of action to resolve issues relating to pupils' underachievement.

The school's view of itself was too generous, as there were inconsistencies in practice and procedures. This was particularly evident in the use made of assessment information when lessons are planned. However, the tide has turned, self-evaluation is now soundly based on accurate information and the school is now well placed to raise standards and to further school improvement. Relationships with parents are good and their views are taken into account when changes are planned. The school has developed good working partnerships with neighbouring schools to accelerate the rate of change and improvement, but the full impact of these initiatives is yet to be felt. There has been satisfactory progress since the last inspection. Standards have risen and the school has improved its provision for ICT, religious education and for the pupils' cultural development. However issues regarding the closer match of work set in lessons to the pupils' abilities remain. Governors are committed to the school and provide satisfactory support. Their awareness of their responsibility to hold the school to account has grown but there is scope for the further development of this role.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I really enjoyed my visit to your school because everybody was so helpful and friendly. I was very pleased to be able to take part in your special assembly and help with the presentation of awards. I am sure that all of your parents enjoyed it too. I am sorry that I was unable to attend your production of 'Goldilocks' as it sounded terrific fun but I discovered that there are many things that make your school special. Here are some of them: - You clearly want to do your best to learn in lessons and are prepared to work hard. Well done! - Everybody understands the school rules and your behaviour is excellent. - Everybody tries to be friendly, thoughtful and helpful. - All of the teachers want you all to enjoy school and to do well. - The school provides a good range of activities and visits to keep you interested. But, of course, as in all schools, there are still things that can be done to make your school even better: - Firstly I know that you can do even better with your work, and I am asking your teachers to provide a little more information about what you need to be concentrating on to improve. - Although you are working hard, I believe you could do better with your mathematics. Although there is work to be done to make your school even better, you must never forget that the staff work very hard to help you to learn and you must remember to thank them. I would like to wish you all the very best for the future.