



# Sutton Bridge Westmere Community Primary School

## Inspection Report

**Unique Reference Number** 120502  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 283987  
**Inspection dates** 17 May 2006 to 18 May 2006  
**Reporting inspector** Mr. Martin Cragg LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Anne Road
<b>School category</b>	Community		PE12 9TB
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01406 350205
<b>Number on roll</b>	208	<b>Fax number</b>	01406 351638
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev.David Woods
<b>Date of previous inspection</b>	19 January 2004	<b>Headteacher</b>	Mr. Ian Langston

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 17 May 2006 - 18 May 2006	<b>Inspection number</b> 283987
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## Introduction

When the school was inspected in January 2004, it was judged to require special measures. The school was re-inspected by one of Her Majesty's Inspectors and an Additional Inspector in May 2006.

## Description of the school

The school serves the village of Sutton Bridge and its local area. With 208 pupils on roll, it is slightly smaller than average. The proportions of pupils eligible for free school meals and with statements of special educational needs are below average. However, the proportion of pupils with learning difficulties and disabilities is average. There are few pupils from minority ethnic groups or with English as an additional language. Pupils enter the school with attainment which is below that usual for their age.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 4**

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school no longer requires special measures. Nevertheless, in accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in the standards that pupils achieve, especially in English and science at Key Stage 2, and their rates of progress, especially in Years 3 and 4. Inspectors agree with the school's evaluation of its performance in almost all areas. However, the school evaluates its effectiveness as satisfactory but, although there has been improvement, particularly over the last nine months, inspectors judge that it is inadequate overall because the current proportion of good teaching is not sufficient to bring pupils up to the rate of progress needed for them to achieve the targets set for them. In 2005, standards were broadly average and progress was satisfactory in the Foundation Stage and Key Stage 1. In Key Stage 2, standards were below average overall and pupils' progress was inadequate. Although there has been some improvement in the rate of progress for Year 6 pupils this year and it is now satisfactory, progress remains inadequate in the early part of Key Stage 2. Pupils do not yet make sufficiently rapid progress to make up for earlier underachievement. As a result, the school does not offer satisfactory value for money. Pupils' attendance is satisfactory and the large majority behave well. The quality of teaching is satisfactory overall and has improved since the last inspection but, as yet, there are too few good lessons to increase pupils' rates of progress sufficiently. Teachers plan lessons thoroughly but need to ensure that pupils of all abilities are challenged at the right level and work at a suitable pace. The school has made good progress in assessing pupils' performance and encouraging them to know their targets and how to improve further. The curriculum, including the programme in the Foundation Stage, is satisfactory and meets the needs of all pupils. Pupils, including those with learning difficulties, are well cared for. Leadership and management are satisfactory overall. The headteacher and senior staff give clear direction to the school. Procedures for reviewing the school's progress have improved and appropriate areas for development are identified. The governors increasingly hold the school to account. Satisfactory progress has been made on most of the action points since the last inspection and the school has satisfactory capacity to improve further.

### **What the school should do to improve further**

- Further improve pupils' standards and rates of progress in Key Stage 2, particularly in English and science.
- Improve the proportion of teaching which is good or better to ensure that pupils' progress is more consistent across the school.
- Ensure that teachers plan lessons more effectively to challenge and support pupils of all abilities.

## **Achievement and standards**

### **Grade: 4**

Achievement is inadequate overall. In 2005, results in national tests at the end of Year 2 improved on those of 2004 and were broadly in line with the national average. They were stronger in reading than in writing and mathematics. Standards at the end of Year 6 were below average overall although broadly average in mathematics. Results improved on those of 2004 in English and mathematics but fell in science. Girls performed better than boys in Year 2 but the position was reversed at the end of Year 6 with girls, especially those who achieved average levels at Key Stage 1, performing below expectations. Pupils' progress from the end of Year 2 to the end of Year 6 was inadequate overall. Pupils with learning difficulties and disabilities made satisfactory progress. The school's assessment data indicates that standards in Year 6 are now broadly average but in Year 3 and Year 4 standards remain below average. Pupils are set challenging targets but too few currently achieve these. Results of school based assessment indicates satisfactory progress in the Foundation Stage, Key Stage 1 and towards the end of Key Stage 2 but inadequate in the early part of Key Stage 2. Pupils' rates of progress, particularly in Years 3 and 4, require improvement to ensure that they achieve the standards expected of them.

## **Personal development and well-being**

### **Grade: 3**

Pupil's personal development and well-being are satisfactory. Most pupils like coming to school, feel safe and enjoy lessons. Most behave well, and have positive attitudes to school. However, a small number of pupils sometimes lose concentration and are slow in their work. Attendance is satisfactory. Pupil's spiritual, moral, social and cultural development is satisfactory. In assemblies pupils listen well, reflect thoughtfully and enjoy singing together. Most pupils play safely together and are happy in the playground, showing a sense of social awareness. Pupils have a satisfactory understanding of the wide range of different cultures and religions in the world. Pupils know how to be healthy and exercise successfully. They understand which foods are better for us than others. Many participated in the 'Jump Rope for Heart Day' and raise funds for other charities. They perform music for elderly residents in the village. The school council is appreciated by all. It has been successful in raising funds for playground equipment. Pupils acquire the key skills of reading, writing and numeracy adequately as a contribution to their future economic well-being. They also study the way that Sutton Bridge Port works and gain an understanding of how local trade is important to the United Kingdom.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory overall. Since the last inspection the school has eradicated unsatisfactory teaching but the proportion of good teaching has not increased sufficiently. As a result, although pupils make satisfactory progress in lessons, they do not yet make rapid enough progress to make up for earlier underachievement. In the best lessons, teachers explain clearly to pupils what they are to learn. Teaching assistants make a valuable contribution to pupil's learning by prompting their thinking skilfully. Teachers use perceptive questions, well matched to pupil's differing abilities, and 'discussion partners' to encourage pupils' participation in lessons. In less effective lessons, tasks are not always matched well enough to pupil's abilities so that some find the work too easy and others too hard. Pupils take some responsibility for their own learning, working towards the targets they have discussed with their teachers. However, they are often too dependent on adults to guide and direct them and some do not have all the skills they need to work on their own successfully. The school's system for tracking the progress of pupils every term is good. It shows clearly which pupils are doing well and those who need extra help. This information is used effectively to identify pupils for additional support. Teachers' marking of pupil's work is consistent. It is encouraging and in most cases gives pupils a clear idea about how they can improve.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory. It meets the learning needs of all pupils and a recent review has improved the links which teachers make between different subjects, helping them to build pupils' basic skills. Pupils in the Foundation Stage have a satisfactory range of experiences. Provision for literacy, numeracy and information and communication technology (ICT) is satisfactory. Pupils with learning difficulties and disabilities, and those who are underachieving, are well supported in a programme of additional classes taught by a trained teaching assistant. Provision for music is a strength of the school. There are good links with local businesses and the community which assist pupils' understanding of the world of work. There is a good range of visitors who contribute to the breadth of the curriculum. Pupils appreciate the regular themed days which focus on specific topics and contribute, for example, to pupils' knowledge of healthy eating.

### Care, guidance and support

#### Grade: 3

The school makes satisfactory provision for pupils' care, guidance and support. Child protection procedures are in place and staff are aware of their responsibilities. The school makes sure that all pupils have an equal chance to take part in whatever it

offers. Teachers create a constructive atmosphere for learning in most lessons, but pupils do not yet consistently reach the challenging targets the school has set itself. The learning mentor helps identified pupils to settle to work effectively and their attendance has improved. Pupils who have learning difficulties receive positive help and support. The school has written a suitable policy and improved the provision for those with learning difficulties and disabilities. Pupils have their needs carefully diagnosed and make steady progress. The school has good links with outside agencies. The school works constructively with parents. They report that their children like school, but some have concerns about behaviour. Inspectors found that behaviour is satisfactory.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. Until recently, the improvements required have been slow to develop but, overall, progress has quickened in the last nine months. The headteacher and senior staff now provide clear direction. The school's evaluation of its own performance is generally accurate and highlights the correct areas for development. Inspectors do not agree, however, that the school's overall effectiveness is satisfactory yet because teaching is not consistently good and so pupils do not make rapid enough progress to remedy previous underachievement. There are satisfactory systems for monitoring the work of the school. Staff devise good action plans and these are beginning to have effect, although less improvement than necessary has been made in pupils' progress. Pupils with a full range of needs are catered for appropriately. Staff are suitably qualified and deployed well. There are good links with other schools and external agencies which add to the quality of the school's provision. Parents' and pupils' views are sought and issues acted upon. The school is well-equipped and resources are deployed effectively. The work of the governors is satisfactory. They increasingly visit the school and hold the senior team to account. There has been satisfactory improvement in most of the areas identified in the last inspection. The quality of teaching and learning is now better, pupils with learning difficulties make satisfactory progress and the school has clearer direction. The school has the capacity to improve further.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	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	3	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

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

As you know, your school was recently inspected and this letter is to tell you about what Mr Fry and I found when we visited. First, I would like to thank you for your help during the time we were in your school. We enjoyed talking to some of you and your views were very helpful. You were extremely polite and friendly throughout the two days. Your school has improved, especially in the last year. We found that you mostly enjoy coming to school and that most of you behave well. Your teachers plan lessons carefully and you enjoy working with a partner and looking at each others' work. You like the range of visitors who come in to school. Those of you who have extra lessons find these help you to improve your work. Teachers help you by explaining what you need to do to make your work better. Many of you in Years 5 and 6 are good at using your targets as you work. We especially enjoyed talking to your school council who showed us how they had improved the quiet areas and playground equipment for you to use in breaks and at lunchtime. I liked the enthusiasm that you showed in your singing in assembly and the pride that some of you showed when taking me to see your work. We have suggested some areas of the school's work which Mr Langston and the staff need to make even better. We want you to make more progress in your lessons and to get better results. You can help your teachers by working well on your own and with your learning partners. We want to see even more good lessons where you learn well. We have asked your teachers to make sure that you are given work that is not too easy or too hard for you. We are confident that your school can get even better. We wish you good luck in the future.