



Suttons Primary School

Inspection Report

Unique Reference Number 102283
Local Authority Havering
Inspection number 286326
Inspection dates 5–6 March 2007
Reporting inspector Judith Dawson

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

Type of school	Primary	School address	Suttons Lane
School category	Community		Hornchurch
Age range of pupils	5–11		RM12 6RP
Gender of pupils	Mixed	Telephone number	01708 443393
Number on roll (school)	202	Fax number	01708 479804
Appropriate authority	The governing body	Chair	Mrs Caroline Flood
		Headteacher	Mrs Ann Sheppard
Date of previous school inspection	17 September 2001		

Age group 5–11	Inspection dates 5–6 March 2007	Inspection number 286326
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This one form entry primary school shares its site with a secondary school and a playgroup. About a fifth of the pupils come from minority ethnic backgrounds and three pupils are in the early stages of learning English. Attainment on entry to the Reception class varies but is generally above average. The number of pupils entitled to free school meals is below average. There are strong links with the secondary school and the school is part of the Primary Sports Partnership. There have been many staff changes since the last inspection, including the senior leadership team. The school holds Investors in People, Basic Skills, Artsmark, National Healthy Schools, the PE Activemark and International Schools awards, the latter for links with schools in Cuba and Spain. All pupils learn Spanish.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Suttons Primary School is a good school with some outstanding features. There have been significant improvements in many aspects of the school's work, following a dip in achievement and standards four years ago. The headteacher and senior leadership team have established rigorous systems for monitoring performance that are used to improve teaching and learning. Pupils' views are highly valued. Pupils across the school organise fundraising events for equipment and charities, preparing them very effectively for their future lives. They readily carry out their duties, including helping to decide what they need to do to improve their work. They greatly enjoy school and attendance is above average. Behaviour is good overall but some pupils do not pay enough attention to their teachers and peers in class. Pupils' personal development and well-being are good.

Achievement is satisfactory in the Reception class and pupils achieve well throughout the rest of the school. Standards by the end of Year 2 are average. Their attainment on entry was below average and they have achieved well in the infants. Standards were above average in the 2006 tests for pupils in Year 6. The present Year 6 pupils had well below average standards in Year 2. They have made good progress and standards in English, mathematics and science are now average.

Teaching and learning are good overall. There are significant strengths in the use of assessment to plan work to meet pupils' needs. Good relationships and mutual respect generate a good climate for learning. Occasionally teachers do not maintain enough pace or challenge in the lessons to keep pupils motivated and then concentration slips. The vibrant curriculum gives pupils a wide variety of learning experiences during each day. It generates awareness of world issues and nurtures talent. Pupils receive outstanding care, guidance and support, much appreciated by parents. Those with learning difficulties or disabilities and gifted and talented pupils have their needs catered for very well. Pupils learning to speak English have good support, although occasionally they need more help to access technical vocabulary. All pupils have very good guidance about how to improve their work and personal skills.

Leadership and management are good. The headteacher has empowered other leaders to monitor and develop their areas of responsibility and all leaders are fully involved in school improvement. Governors carry out their duties effectively and provide support and challenge for leaders. Leaders know the school's strengths and weaknesses and plans for improvement clearly reflect school needs. This, combined with improvements in standards, indicate good potential for further improvement.

What the school should do to improve further

- Ensure all teachers promote good listening skills rigorously and generate enough pace and challenge to maintain pupils' concentration.
- Make sure pupils learning to speak English are helped to understand new technical words.

Achievement and standards

Grade: 2

The children in the Reception class have made sound progress and almost all are predicted to meet their learning goals by the time they join Year 1. A significant number of pupils now in Year 2 have learning difficulties and their attainment on entry to school was below average. They have achieved well, reaching average standards. The present Year 6 pupils have also achieved well to reach average standards from their well below average standards in Year 2. The school's good tracking systems identify any underachievement to provide additional support. This enables pupils with learning difficulties or disabilities or those in the early stages of learning English to achieve as well as their peers, although they sometimes need more support to understand technical vocabulary. Although standards are average for the present cohort of pupils in Year 6, the school's assessments show that pupils in the other year groups are achieving well and are working at above average levels.

Personal development and well-being

Grade: 2

The pupils' enthusiasm and interest in the wide-ranging opportunities promotes outstanding levels of spiritual, moral, social and cultural development. They have high respect for and a good understanding of other cultures. Pupils hold firm views about justice and fair play and this responsible attitude contributes well towards creating a harmonious school. Pupils generally behave well, but there are a few who become restless and inattentive when others are speaking. Some do not make the most of their personal and social development discussions. Pupils unanimously stated that they enjoy school and, as one pupil said, 'Everyone is so nice to me and I have lots of friends'. They know how to eat healthily and are aware that some packed lunches could be healthier. They participate in the wide range of physical activities and know how to keep themselves safe. The school council has an active voice in school improvement. It requested the bike shed now in the playground. It runs a shop, ordering stock, selling the goods and the keeping of a financial record of income and expenditure. Classes find ways of raising funds for playground equipment of their choice. These initiatives and pupils' good use of literacy, numeracy and information and communication technology (ICT) skills provide outstanding preparation for adult life.

Quality of provision

Teaching and learning

Grade: 2

Although teaching and learning are good, some teaching by specialist teachers is outstanding. Very good subject knowledge, high expectations of pupils' abilities and good behaviour had Year 2 pupils sitting on the edge of their seats in a lesson preparing them for their 'Big Write'. They were bursting to answer questions and tight time limits

ensured they maintained full concentration. Skilful Spanish teaching boosts pupils' self-esteem and enriches their learning. A skilful higher level teaching assistant enables pupils to develop very good ICT skills. All teachers adapt their lesson planning to meet pupils' diverse needs. Marking is very good throughout the school and gives pupils clear advice about how to improve their work as well as praise for achievements. Pupils are encouraged to evaluate their learning. Some pupils find it difficult to maintain concentration and listen to their teachers or their peers, especially in lessons where teachers give pupils too much time to complete tasks or do not provide sufficient challenge. This distracts other pupils and learning slows.

Curriculum and other activities

Grade: 1

The outstanding curriculum meets the needs of all learners well. There is a good Foundation Stage curriculum that provides the teacher with a secure foundation for her planning. The curriculum time in Years 1 to 6 is used very creatively enabling pupils to have access to different ways of learning during each day. The good personal, social and health education curriculum ensures that pupils have good opportunities to develop their personal skills. Basic skills are developed effectively and pupils have many opportunities to use these creatively across the curriculum. The use of specialists to support ICT, sport, music, drama, art, Spanish and the outdoor learning environment are significant strengths that enhance pupils' learning. The school has excellent links with schools in Spain and Cuba, communicating in Spanish. Pupils enthusiastically attend the extensive programme of extra-curricular activities which are run by school staff, governors and pupils from the secondary school.

Care, guidance and support

Grade: 1

Outstanding levels of care, guidance and support are at the heart of the school's work. Robust procedures for child protection, risk assessment for school visits and good attention to detail in promoting safety ensures that all pupils are very well cared for. Outside agencies effectively support the school in meeting the needs of those pupils with learning difficulties and disabilities, and English as an additional language. Assessment procedures are very good and this enables the staff to respond to pupils' needs. Pupils are fully aware of, and help to set their own targets. Parents are kept well informed of their child's academic and social progress and almost all are highly appreciative. As one parent said, 'Suttons Primary School is a very vibrant and happening place for my child to learn'. The many curricular links with the secondary school prepare pupils extremely well for the next stage of their education.

Leadership and management

Grade: 2

Since the headteacher took up her post in 2002, she has successfully reversed a trend of falling standards. She has established an effective senior leadership team and

together they have improved provision. Rigorous monitoring and target setting, for both pupils and staff, have been successful in raising standards and ensuring pupils learn effectively.

Subject leadership has improved since the last inspection and the school has been very successful in establishing an exciting and broad curriculum and additional activities. The school day is planned very well, providing variety and interest. Above all, leaders and governors ensure that this is a school where every child matters and learning is enjoyable. Leaders have a good understanding of the school's many strengths. While their written evaluation of the school is not specific about where improvements are needed, discussions show that leaders and managers have a clear understanding of what needs to be done. There are good plans for improvement designed to raise standards and further enrich the provision. Leaders accept that aspects of teaching need more focus.

Adults and resources are deployed very effectively so that pupils are supported well and have access to high quality specialist teaching. All issues from the last inspection have been addressed. Provision for ICT is now a strength, leading to high standards.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for your help and friendliness during our visit to your school. We really enjoyed talking to you and seeing how much you enjoy your lessons. You have a good school where you have a fantastic range of things to do and learn. We do not know many English Primary schools where everyone learns to speak Spanish! We were very impressed with all the things you do to make your school even better. The smart new bicycle shed would not be there were it not for the school council. You must enjoy finding ways to spend the money you raise in your classes.

You are taught well and your teachers make sure you know how to make your work even better. You make good progress. Those of you in Year 6 have achieved well since your SATs in Year 2 and your English, mathematics and science work is as good as most pupils of your age. We know you work hard but some of you do not always listen carefully to your teachers and classmates or concentrate as well as you could. We have asked your teachers to make sure they all give you plenty of challenge and time limits for your work. It is up to you to make sure you make the most of the good education you are receiving. Those of you who find learning difficult, or have special gifts and talents, have very good support to help you learn. Those of you who are learning to speak English also have good support but we have asked your teachers to make sure that they teach you the special words you need for subjects like mathematics and science.

You are very well cared for in school and you know that adults are there for you if you need support. We are impressed by the way you help your teachers to set your targets as well as the way you look after yourselves and care for each other. Because of the many things you learn about people across the world you have an excellent understanding of different cultures and different peoples' needs. Your good music, art and Spanish and your links with your Cuban and Spanish schools really bring your learning to life. You have all these interesting things to learn because your school is well led and managed. Your headteacher has made many improvements since she joined your school and leaders have lots of plans to make your school even better. You should be very proud of your school and yourselves.

Best wishes

Mrs. J. Dawson

Lead inspector