



# Sutton CofE VC Primary School

## Inspection Report

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**Unique Reference Number** 110802  
**Local Authority** CAMBRIDGESHIRE  
**Inspection number** 288782  
**Inspection date** 17 October 2006  
**Reporting inspector** Declan McCarthy

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

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<b>Type of school</b>	Primary	<b>School address</b>	The Brook
<b>School category</b>	Voluntary controlled		Sutton, Sutton
<b>Age range of pupils</b>	4-11		Ely, Cambridgeshire CB6 2PU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01353778351
<b>Number on roll (school)</b>	250	<b>Fax number</b>	01353778351
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Alayne Saville
		<b>Headteacher</b>	Miss Gill Gilbert
<b>Date of previous school inspection</b>	14 January 2002		

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This average size school serves the village of Sutton and surrounding areas, including the city of Ely. When they enter the school in Reception, children's attainment is slightly below average. Almost all pupils come from White British backgrounds and speak English as their first language, with a very small number at an early stage of learning English. The proportions of pupils entitled to free school meals or identified with learning difficulties are below average. The school has gained the Basic Skills Quality Mark and is participating in an Arts Research Project called 'Vital Communities'. It is now working towards the Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. Very good leadership by the headteacher has had a marked effect on pupils' academic and personal achievements. This leadership has also resulted in effective teaching, a good curriculum with many opportunities for enriching learning and excellent care support and guidance. The school's accurate judgement of its effectiveness is reflected, not only through inspection evidence, but in the overwhelmingly positive views of nearly all parents. For example, one parent commented, 'I have been extremely pleased with both my children's progress at Sutton School. The school has an extremely positive can do attitude and a caring approach to the children.'

By the end of Reception, nearly all children meet the goals expected for their age and make good progress because teaching is good and the Foundation Stage curriculum is implemented effectively. Standards in Years 2 and 6 have risen since the previous inspection and have been above average between 2003 and 2005. This represents good achievement. In 2006 there was a slight dip in Year 6 pupils' results. As a result of high teacher turnover during their last year in school, some pupils lost interest in learning. Indications are that the current Year 6 is on course to meet challenging end of year targets. Pupils are making good progress.

Pupils' personal development is outstanding as a result of the excellent care, support and guidance provided for them. All staff ensure that pupils' interests and welfare are safeguarded at all times. Relationships throughout the school are excellent and pupils' views are taken seriously by staff. The school council has been actively involved in decision making, such as in the selection of a new teacher, in designing the school uniform and in choosing resources for the playground to make break times more fun.

Pupils' behaviour is excellent and they are very enthusiastic about their school. Staff do their very best to encourage pupils to keep fit, and stay safe and healthy. The school is highly effective in promoting pupils' full participation in a number of local events, which enables them to make an excellent contribution to their community, particularly through the very strong links with the local church. Pupils' spiritual, moral, social and cultural development is outstanding and includes good provision for pupils' personal, social and health education (PSHE). Pupils show great respect for others, have high self esteem and are very eager to take on responsibility.

Through the determination of the headteacher and the strong support by the senior managers, this is a school that is not complacent. This shows in its drive for improvement and in the continued striving for excellence. Subject coordinators have made a good start in monitoring the school's work but this role is not developed enough to ensure that all pupils reach their targets. Governance is good and there is a strong team spirit between staff, governors, parents and pupils. This has led to good provision and pupils' good achievement. The school has a good capacity to improve.

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

- Raise standards and pupils' achievement by ensuring that the few pupils who do not always meet their learning targets achieve as well as the great majority who do.
- Ensure the subject coordinators observe lessons in order to check and further improve the effectiveness of teaching and learning, and the quality of the curriculum.

## **Achievement and standards**

### **Grade: 2**

Pupils throughout the school achieve well because teaching and learning are good. Children in Reception make good progress because teachers have high expectations for learning and provide rich and stimulating activities which children enjoy. Between 2003 and 2005 standards were above average. The high staff turnover, which caused the dip in pupils' performances in Year 6 in the 2006 tests, was beyond the school's control. The headteacher, with good staff support, acted quickly and effectively to put this right. The current Year 6 pupils are achieving well and are on course to meet their challenging targets. Pupils are again approaching the standards of previous years. The small number of pupils who may not reach their targets have been identified by the senior management team and receive extra support.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. It is strongly promoted through links with the church, the example the staff set and the provision for PSHE. Consequently, pupils show great respect for others, have high self esteem and are very eager to take on responsibilities. The high quality of pupils' personal development and the good progress they make with their work prepares pupils' for the next stage of their education extremely well.

Pupils' enthusiasm is reflected in their high attendance at after-school clubs, their eager participation in community events and their excellent relationships with staff and one another. The school council has been actively involved in decision making and the council is an important contributor to school improvement. Pupils' behaviour is excellent and they talk enthusiastically about their school. Staff ensure that pupils stay healthy through regular exercise and the provision of free fruit at break times. The numbers of pupils eating school meals has reduced and the school is rightly concerned that many pupils bringing in packed lunches are not receiving a well balanced diet. High levels of staff supervision ensure pupils stay safe.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers' good subject knowledge and high expectations for learning ensure that pupils acquire new knowledge and skills quickly and make good progress. Good support for pupils with learning difficulties and those at an early stage of learning English ensure that these pupils make equally good progress. An appropriate range of 'booster classes' is in place to further raise the achievement of lower attaining pupils. Pupils listen very carefully, remain focused on learning and behave extremely well in lessons. This is because teachers and support staff maintain excellent relationships with them. Pupils are motivated because teachers provide a rich variety of activities and make good use of resources, such as the interactive whiteboards, to promote learning and enjoyment. Teachers make satisfactory use of evaluations and comments on pupils' work to show pupils how they can improve.

### Curriculum and other activities

#### Grade: 2

There are very strong links with the local parish and community. The school makes use of visitors, such as artists in residence, and clergy from the five main local churches to enhance pupils' learning most effectively. During the inspection, artists in residence worked successfully with Year 2 pupils. Pupils produced a storyboard for a future film about a scarecrow and made the scarecrow. At the end of the day, they held a family workshop with the pupils' parents, as part of the 'Vital Communities' project. Pupils also benefit from good sports coaching provided by the local college, which improves pupils' skills. The school recognises that the staff's varying skills in using new information and communication technology equipment across subjects are limiting its use.

### Care, guidance and support

#### Grade: 1

Outstanding care, support and guidance ensures that the interests and well being of pupils are at the forefront of the school's work. Assessments of any potential risk to pupils are carried out extremely vigilantly. As a result, pupils feel very safe and secure in school. The senior management team use the information derived from monitoring pupils' academic progress most effectively to ensure very good support is provided for pupils with learning difficulties and those at an early stage of English so that they make rapid progress. Attendance is monitored closely and is now above average, which is an excellent improvement in the last four years.

## **Leadership and management**

### **Grade: 2**

The headteacher and senior staff are tenacious in their drive for excellence. Subject coordinators have made a good start in monitoring planning and pupils' work. The school has recognised the need to further develop their roles, as teachers are not yet making full use of the information from whole school performance data within subjects to ensure that the few pupils who do not meet their targets do so in the future. Governors are regular visitors to the school. They are involved in strategic planning and monitor its work closely. The strong partnership between staff, governors, parents and pupils has led to good provision. Effective use of resources, pupils' good achievement and the good inclusion of all pupils in the school are all products of this. Consequently the school provides good value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
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

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	2
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

18 October 2006

Dear Pupils

Sutton Church of England Primary School, The Brook, Sutton, Ely, Cambridgeshire, CB6 2QH

I really enjoyed visiting your school and thank you for being so helpful and friendly. It was great to see you working so hard in your lessons. I was very pleased to see your wonderful assembly, to meet you in the playground and to talk with your school council members. I see why you enjoy school so much - this is because it is so good! Here are some of the many things which make your school so special:

- You are extremely well behaved and you are great representatives for your school.
- You are right to say that teachers make your lessons fun and interesting.
- All staff work exceptionally hard to care for you and make sure you stay safe.
- You have lots of exciting activities to do after school and lots of interesting visitors to help you learn.
- The headteacher runs your school very well and all the staff work together to make sure your school keeps on improving.

I have asked your teachers and the governors to improve two things in your school:

- I want them to make sure you make even better progress.
- I also think it would be a very good idea if teachers visited your lessons to see how well you are all doing in different subjects so they can plan activities even better.

Very best wishes to you all.

Declan McCarthy

(Lead inspector)