

# Long Sutton Primary School

## Inspection report

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<b>Unique Reference Number</b>	120416
<b>Local Authority</b>	LINCOLNSHIRE
<b>Inspection number</b>	291722
<b>Inspection dates</b>	27–28 March 2007
<b>Reporting inspector</b>	David Speakman

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	402
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Clarey
<b>Headteacher</b>	Mrs Anne Grief
<b>Date of previous school inspection</b>	10 January 2005
<b>School address</b>	Dick Turpin Way Long Sutton Spalding Lincolnshire PE12 9EP
<b>Telephone number</b>	01406 363381
<b>Fax number</b>	01406 364831

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## Introduction

The inspection was carried out by three Additional Inspectors

## Description of the school

This is a larger than average primary school. Most pupils live in Long Sutton but a few come from nearby villages. The number of pupils from minority ethnic backgrounds is below average and a small number of pupils is at the early stages of learning English. The proportion of pupils with learning difficulties or disabilities or with a statement of special educational needs is about average. Attainment on entry to the school is typical of that expected nationally for children of this age. The school has gained the Investors in People Award and is part of a School's Sports Partnership initiative.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13(5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. The overall effectiveness of the school is satisfactory and it provides satisfactory value for money. The school continues to demonstrate the good level of improvement since the previous inspection as identified in the monitoring visit in 2005. This is due to the good leadership of the headteacher and the wide range of initiatives focused on improving provision and raising standards implemented since then. These have resulted in the weaknesses in the quality of provision and standards at Key Stage 1, and for pupils with learning difficulties or disabilities, being fully addressed. There has also been improvement in other key areas. In light of the good improvement since the previous inspection, effective leadership and accurate, good-quality self-evaluation, the school has demonstrated a good capacity to improve even further as new initiatives have an increasingly positive impact on the school's performance.

Achievement is satisfactory and standards are average. Good leadership and management have been the major driving forces behind improved achievement and higher standards. Teaching and learning are satisfactory but there is still some variation. The quality of teaching and learning has improved significantly at Key Stage 1 resulting in sustained improved standards. Although overall achievement is still satisfactory at Key Stage 2, school assessment data show that current Year 5 pupils are achieving well. Following a period when progress was too slow, achievement for the current Year 6 pupils has improved in the past two years. Overall the quality of education, achievement and standards in the Foundation Stage are satisfactory. Most children have achieved the goals expected by the end of reception, but the emphasis on developing literacy and numeracy skills means that attainment in these two areas of learning is more secure than in others. The school provides a satisfactory curriculum with an increasing range of enrichment activities.

Care, guidance and support are satisfactory. Care and guidance for pupils' personal well-being are good. As a result, pupils' personal development is good. Behaviour in and around school is good and often exemplary in lessons, where pupils demonstrate great pleasure in effective learning. They feel safe in school and this adds further to their enjoyment. Although pupils are advised about healthy eating, older ones particularly do not always follow the school's recommendations. Pupils engage well in the good opportunities provided for them to stay physically fit. Pupils contribute well to school life and there is a good level of involvement in the local and wider communities through the good partnership the school has with other schools and agencies. However, the use of assessment in planning specific learning objectives for lessons and in involving pupils in assessing their own achievement and planning the next steps in learning is not yet consistent across the school.

### What the school should do to improve further

- Ensure that the quality of teaching and learning is at least good in all classes so that pupils at all stages of the school achieve well.
- Make sure that the achievement of children in the Foundation Stage is as good in all areas of learning as it is in communication, language and literacy and in mathematical development.
- Use assessment data more consistently in planning learning objectives for lessons and in involving pupils in assessing their own work and planning the next steps of learning.

## **Achievement and standards**

### **Grade: 3**

Pupils achieve satisfactorily and by the end of Year 6, standards are average, but there is clear evidence of recent improvement. Better teaching at Key Stage 1 has resulted in improved levels of achievement and in above average attainment at the end of Year 2. In 2005, attainment was above average in writing and mathematics and broadly average in reading. In 2006, attainment was above average in reading, writing and mathematics. Inspection evidence, including school assessment data and lesson observations, indicates that this improvement has been sustained with above average attainment for the current Year 2. At Key Stage 2, achievement is satisfactory. Assessment data for 2006 show broadly average standards in English, mathematics and science. Although the school predicts above average results in the national tests at the end of the current Year 6, achievement is satisfactory for this group because they attained above average standards at the end of Year 2. Achievement of pupils with learning difficulties or disabilities and those with English as an additional language is satisfactory.

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

### **Grade: 2**

Pupils' personal development, including spiritual, moral and social development, is good. Cultural development is satisfactory. Pupils have a strong moral sense and choose to behave very well. At work and play, pupils relate well to each other. Thorough monitoring procedures result in a good level of attendance. Pupils love school. They particularly enjoy the topic work and interesting visits to support this work. Although pupils learn how to be active and eat healthily there are still a significant number of older pupils who choose to eat crisps and chocolate bars regularly at break time. House captains, the newly-formed school council and playground buddies all help to develop in older children a strong sense of personal responsibility and help make the school a safe place to be. Together with improving basic skills and a good ability to work together, pupils are prepared well for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. They are improving but there is still some variation in quality. During the inspection, just over half the lessons seen were good, some with outstanding features. No unsatisfactory teaching was seen. Teachers have good working relationships with pupils. Through high quality displays, staff make classrooms into pleasant learning environments which effectively stimulate and motivate pupils. Teachers use a good range of teaching and learning methods to engage pupils and make learning interesting. Lessons are generally conducted at a brisk pace but in some lessons this is not as good and learning slows. A new assessment system has recently been introduced but staff are not yet using this routinely to plan lessons so sometimes detail about what pupils are to learn is not clearly defined. Where learning intentions are clear, tasks are challenging and work is well matched to individual need. Teaching assistants are used effectively to support the learning of different groups of pupils.

## **Curriculum and other activities**

### **Grade: 3**

The quality of the curriculum is satisfactory. Now that the school has addressed the weaknesses identified in the previous inspection, it is focusing on improving the curriculum to develop pupils' skills progressively and to establish a breadth that encourages enjoyment, provides enrichment and fosters independent learning. These developments are still at an early stage. Pupils appreciate the increasing range and quantity of enrichment activities that effectively support the curriculum. They enjoy the cross-curricular work and virtually every new topic is linked to a visit out of school to make learning more interesting. The good range of extra-curricular activities provides for a wide range of pupils' interests. Good physical activities through the Sports Partnership support the effective promotion of physical fitness. Expressive arts are encouraged well through school productions and a good range of musical activities.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. Guidance and support for pupils' academic development are satisfactory but the quality of care and guidance given for pupils' personal development is very good. Pupils appreciate the high level of care afforded them by staff, which is one of the reasons they like school. There are appropriate procedures for safeguarding pupils' welfare and undertaking risk assessments before off-site visits. There is good support for pupils with learning difficulties but for gifted and talented pupils it is less well developed. Tracking of pupils' progress has improved but data are not yet used consistently to adjust teachers' planning, in order to meet learners' needs better. Displays in classrooms provide good quality and helpful guidance on target setting in literacy and numeracy and on how to conduct experiments.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. This represents an improvement from the previous inspection. Team work is a very strong feature of the work of this school. The headteacher has established a unified team of staff and governors with a common goal, all of whom now feel informed, empowered and valued. The senior leadership team, comprising the headteacher and two assistant heads, is effective in providing strong and purposeful leadership and in setting a clear direction for the future focused on improving provision and raising standards. This team mainly carries out the monitoring and evaluation of teaching and learning. Whilst effectively managing a high turnover of staff they have raised the quality of teaching and learning since the last inspection. A newly created management team of subject leaders supports them well in their work and together the two teams have implemented effective strategies to raise standards. The governing body is effective in its work. Governors are highly supportive of the school and are now more challenging in holding the school to account for its performance. They have a good knowledge and understanding of the school's strengths and weaknesses through their high level of involvement in school life.

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## Annex A

## 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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
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

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

### Personal development and well-being

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

### The quality of provision

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

<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.



## Annex A

**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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

29 March 2007

Dear Pupils,

Inspection of Long Sutton Primary School, Dick Turpin Way, Long Sutton, Spalding, Lincolnshire, PE12 9EP

Thank you for making us so welcome when we visited your school. We enjoyed talking to you and visiting your classrooms to see how you learn. We could see you enjoy school very much and that you all get on together. We found you to be very polite and we think you behave very well in school. You are all working hard in class and as a result your work is getting better. The school helps you all to be healthy and fit and we were pleased to find out that you enjoy the wide range of games and sports offered by the school. Although the school gives you good advice on healthy diets and younger pupils enjoy the fruit at morning breaks, some older pupils still insist on eating unhealthy snacks.

The headteacher, staff and the governors have all worked very hard to make sure that your school is improving quickly. Although there has been a good level of improvement since the last inspection, there are still some things that need to be done. We have asked the headteacher, staff and the governors to:

- make sure that the quality of teaching and learning is at least good in all classes so you all make good progress
- help younger children in the nursery and reception classes to progress as well as you do in English and mathematics in all areas of learning
- use the information teachers have about your work to be clearer about what you are to learn in lessons and what the next steps are in your learning.

We wish you all the best for your futures

David Speakman

Lead Inspector