



# Kings Sutton Primary School

## Inspection Report

**Unique Reference Number** 121841  
**Local Authority** Northamptonshire  
**Inspection number** 292236  
**Inspection date** 7 December 2006  
**Reporting inspector** Andrew Mcdowall HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Richmond Street
<b>School category</b>	Community		Kings Sutton
<b>Age range of pupils</b>	4-11		Banbury OX17 3RT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01295 811289
<b>Number on roll (school)</b>	197	<b>Fax number</b>	01295 811289
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	John Carter
		<b>Headteacher</b>	Chris Woodward
<b>Date of previous school inspection</b>	23 September 2002		

<b>Age group</b> 4-11	<b>Inspection date</b> 7 December 2006	<b>Inspection number</b> 292236
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

This is a smaller than average sized primary school. The school is very popular and is increasing in size. The number of pupils that qualify for free school meals is below average, as is the number from minority ethnic groups. The number with learning difficulties and/or disabilities is above average. When they start in the Reception Year, pupils have a wide range of skills and abilities but overall attainment on entry is similar to that expected nationally. The school accommodation has recently been improved.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Kings Sutton Primary School is a very special place. It provides an outstanding quality of education for its pupils. The school was judged to be very effective and improving at its last inspection. There has been no complacency, the school has continued to improve and is now outstanding in almost every way.

Teamwork and the leadership of the headteacher are the keys to this school's success. The headteacher has built a team who work as one, and share her vision and drive to provide the best possible education for the pupils. As one teacher said, 'She always does what is best for the children.'

The school gives a high priority to basic skills but does so through a broad and exciting curriculum. Very good links are made between subjects so that the pupils have many opportunities to practise their literacy skills in other lessons. As a result, standards are very high by the end of Year 6 and pupils make excellent progress overall during their time in the school. Pupils start school with attainment broadly in line with national expectations and make good progress in the Reception class. This is built on well in Years 1 and 2. The school works hard to help pupils gain skills that support them in developing as learners. It reaps the benefits of this as the pupils get older and their progress increases to an outstanding rate in Years 3 to 6.

The quality of teaching is outstanding. The school knows exactly at which stage each pupil is in their learning. This information is used very well to plan lessons that meet all pupils' needs. If pupils are having difficulties the school acts quickly and extra help is provided. There is excellent capacity for further improvement.

The school gives a high priority to developing the whole child and the pupils' personal development is outstanding. The pupils are mature, sensible and have excellent attitudes to work. Consequently, they are highly motivated, say they enjoy school very much and work hard. Pupils are very involved in the life of the school, although younger pupils are under-represented on the school council and therefore have less input to decision making than those in Year 6.

The school has many links to village life and makes an excellent contribution to the community. Events such as the 'Happy Harvest Tea' provide excellent opportunities for pupils to relate to different generations and develop exceptionally good social skills. Pupils have a good understanding of how people live in other countries but are less aware of the beliefs and values held by other communities living in Britain today. Each pupil is known and valued by the staff. The resulting quality of care is outstanding. New entrants to the school speak glowingly of how welcome they were made to feel and how this is helping them to improve their work.

### What the school should do to improve further

- Provide more opportunities for the pupils to learn about beliefs and values held by other communities in Britain today.

- Provide more opportunities for the younger pupils to participate in the school council.

## **Achievement and standards**

### **Grade: 1**

Overall the achievement of pupils is outstanding. The skills and abilities of the pupils when they start school vary widely and are broadly average overall. The pupils make good progress in the Reception Year and many go on to reach and some exceed the expected standards for pupils at this age. Progress is good in Years 1 and 2 where standards are above average.

The school very successfully develops the pupils' social and emotional skills. This enables them to become self-motivating as learners, helping them to reach their full potential. Pupils' personal skills make an excellent contribution towards the outstanding progress they make in Years 3 to 6. The standards reached by the older pupils in recent years have been exceptionally high in all subjects with very many pupils reaching the higher levels in their work.

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

### **Grade: 1**

The personal development of the pupils is outstanding as is their spiritual, moral, social and cultural development. Behaviour in lessons and around the school is exceptionally good. The pupils understand the school rules and follow them very well. They are very considerate towards each other and their relationships with staff are excellent. There is a great sense of enjoyment and fun in the school. The pupils are very mature in the way they appreciate what the school does for them and enthusiastically take part in a very wide range of activities.

Pupils have a strong sense of what is right and wrong. School assemblies, the opportunities for residential visits and the very rich curriculum enable the pupils to gain excellent insight into spiritual matters. For example, during the inspection one of the youngest pupils received an award for finding out about the magic of mixing primary colours. Pupils have an excellent understanding of how to stay safe because the school curriculum has been designed to address such matters as drug awareness and water safety. The school does much to promote a healthy lifestyle. The pupils really enjoyed the 'Healthy Snack Week' when they all prepared healthy options for each other. This influenced some to bring healthier options at lunchtimes but some have yet to make this change.

Pupils have a good understanding of how people live in other parts of the world but are less knowledgeable about the diverse beliefs and values of people from different backgrounds living in Britain today. At present the school council only has members from Year 6; consequently, the pupils in other years have less opportunity to influence school life and develop early citizenship skills.

## Quality of provision

### Teaching and learning

#### Grade: 1

Teaching and learning are outstanding because the teachers have exceptionally high expectations of what all pupils can achieve. They provide interesting and well planned activities that challenge pupils to do well. The pupils rise to this challenge and are highly motivated to succeed. The teachers are currently engaged in some innovative work relating to what makes a good learner. The quality of learning continues to improve because the pupils are increasingly involved in assessing how well they are doing as learners. Teachers are diligent in marking pupils' work and the quality of marking is often outstanding. As a result, pupils know what their next steps are. Teaching assistants make a particularly good contribution to pupils' learning. They work in close partnership with teachers and their support enables pupils with learning difficulties to achieve very well. The pupils say lessons are fun and very many like literacy and numeracy lessons best.

### Curriculum and other activities

#### Grade: 1

The outstanding curriculum is one of the keys to the school's success. The school has designed a curriculum that enables pupils of all abilities to achieve exceptionally well. Those capable of reaching the higher standards do so. Everything is carefully planned and excellent links are made between subjects to enable pupils to see the purpose in what they are doing. For example, during the inspection, a class were observed writing a play script about the danger of thin ice in preparation for a video they were going to make the following week. Educational visits and links with the village are very strong features of the curriculum. Such activities bring the pupils into contact with different generations and this helps them to develop a good understanding of the wider world. The range of clubs on offer is excellent; these are much appreciated and many pupils participate. Opportunities to go on residential visits are excellent and make a very positive contribution to pupils' personal development.

### Care, guidance and support

#### Grade: 1

Care, guidance and support are outstanding. This is because everyone working at the school follows the lead of the headteacher and puts the children first. This is evident in the way the pupils are nurtured and the fact that every staff meeting begins with discussions about the needs of individual pupils. Consequently, everyone at the school knows the pupils very well. Achievement is outstanding because additional support and guidance are provided swiftly whenever they are required.

The pupils receive very clear guidance on how they can improve their work. They all have targets and are increasingly involved in assessing their own work and what it is they need to do to improve the way they learn. The school has the overwhelming

support of parents who feel they can approach the school if they have any problems. As one parent wrote, 'I have been very pleased with how approachable the teaching and support staff have been to me and my children. I greatly appreciate the easy dialogue the school makes possible.'

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher is an inspiration to the school. The way in which the school tracks the progress the pupils are making is excellent. The headteacher and other staff observe lessons and provide well focused feedback that brings about improvement. Together these systems ensure all pupils make outstanding progress overall during their time in the school.

The school governors are outstanding in the way they are actively involved in partnership with the staff in planning for improvement. Many visit the school regularly where they spend time in classrooms and play an active part in the life of the school. Careful financial management has enabled improvements to the accommodation to take place that have contributed well to the improved achievement in information and communication technology and library skills.

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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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### 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	1
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>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<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>	1
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	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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	1
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**

Can I start by saying a big thank you to everyone I spoke to when I visited your school recently? I had a super day and, like you, I think your school is really good. In fact I think it is outstanding.

Here are the things I liked the best:

- You behave extremely well and are very grown up in the way you work hard and help each other in and around school.
- The teachers and all the other staff plan very good lessons for you and arrange a lot of clubs and visits to help you learn.
- The work you do in English, mathematics and science is excellent. Keep it up.
- Your headteacher, the teachers and the school governors are very good at checking how you are getting on with your work. Together they make sure you get extra help if you need it.
- Everyone works really hard to keep you safe in school.
- The school teaches you about how to stay healthy. Most of you bring healthy food to school but there are a few who have yet to do so.

As you can see there are many things for you all to be proud of. There are a couple of things I have asked the school to do to become even better. The first is to provide more opportunities for you to learn about how people from different communities live in Britain today. The other is to develop the school council so that other classes are more involved in it and not just Year 6.

Thanks again to everyone for making me so welcome in your school.