

# Sutton Bridge Westmere Community Primary School

Inspection report

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<b>Unique Reference Number</b>	120502
<b>Local Authority</b>	LINCOLNSHIRE
<b>Inspection number</b>	298577
<b>Inspection dates</b>	28–29 June 2007
<b>Reporting inspector</b>	John Messer

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	223
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Mr Ian Langston
<b>Date of previous school inspection</b>	17 May 2006
<b>School address</b>	Anne Road Sutton Bridge Spalding Lincolnshire PE12 9TB
<b>Telephone number</b>	01406 350205
<b>Fax number</b>	01406 351638

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school is slightly smaller than average. Most pupils are from White British backgrounds. A small number are from minority ethnic backgrounds and a small but increasing number speak English as an additional language. A small number of pupils are at an early stage of learning to speak English. Well over a third of pupils have learning difficulties, which is well above average. The proportion of pupils who claim free school meals is average. The proportion of pupils who transfer to or from the school at times other than normal start and finish times is high. The school serves an area that is relatively disadvantaged, where it is difficult to recruit teachers or headteachers.

## 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 school provides a satisfactory education for its pupils. This judgement mirrors the school's accurate self-evaluation.

Achievement is satisfactory and standards are broadly average. The quality of teaching and learning is sound overall but varies. Children settle happily in the Reception class where they make good progress because teaching is good. Nevertheless standards by the end of the Foundation Stage remain below those normally expected because many children have a lot to catch up. Good teaching in Years 1 and 2 ensures that pupils continue to make good progress, and by Year 2 most attain broadly average standards in reading, writing and mathematics. Teaching and learning in Years 3 to 6 is mostly satisfactory and sometimes good. Pupils make at least satisfactory progress and in some classes progress is good. When tasks are well matched to pupils' different ability levels achievement is good, but work is sometimes too easy for faster learners or too hard for slower learners. This has a negative impact on the amount of progress made by these pupils. Standards are improving although national test results for pupils in Year 6 are below average. Lessons are not always stimulating enough and so some pupils lose concentration. Teachers do not always insist that work is set out neatly or encourage pupils to aim for the highest standards.

Pupils' personal development is good. They enjoy school and attendance rates are broadly average. Most pupils are keen to succeed and eager to please but a few find it difficult to concentrate. Behaviour is satisfactory and although nearly all pupils try hard to behave well several have outbursts of poor behaviour. These incidents are managed well by staff so that learning for the majority is not unduly disrupted. Care, guidance and support are good. Pupils receive good guidance about how to lead healthy lifestyles and have clear targets in writing and mathematics that explain exactly what they need to do to reach the next stages in their learning.

The curriculum is satisfactory with proper emphasis on literacy and numeracy. Pupils become proficient at using computers. They develop a wide range of key skills that prepares them for the next phase of their education and provides them with a sound foundation for their future economic well-being.

The leadership and management of the school are satisfactory. The headteacher, his deputy and subject leaders have worked hard to resolve the issues raised in the last inspection report, and they have been largely successful. Leadership has established a productive climate for learning and a tighter focus on improving achievement and raising standards. Consequently, the school has sound capacity to improve further. The governing body monitors the work of the school satisfactorily and gives sound support. Finances are managed well and the school provides satisfactory value for money.

### What the school should do to improve further

- Make lessons more stimulating and exciting in order to motivate all pupils and encourage faster learning.
- Improve standards of handwriting and presentation.
- Match tasks more accurately to pupils' varying stages of development in Years 3 to 6 so that all are challenged appropriately.

## **Achievement and standards**

### **Grade: 3**

Attainment on entry is much lower than usually expected of four year olds. The productive learning environment in the reception class helps children to achieve well. A rigorous system of teaching the links between letters and sounds gives a good foundation for developing early reading and writing skills. Children achieve well in all areas of learning but not all attain the standards expected for their age by the end of the Reception year. Pupils make good progress and achieve well in Years 1 and 2 to attain broadly average standards. The results of the 2007 national assessments for pupils in Year 2 were broadly average. Pupils' achievement in Years 3 to 6 is satisfactory. The school's performance in national tests for pupils in Year 6 is improving steadily and is closer to national averages. Although standards by Year 6 remain below average this is largely because an exceptionally high proportion of pupils join or leave the school, particularly in Years 3 to 6. This interrupts the continuity of their learning and slows progress. Assessment data shows that pupils who remain in the school from Reception to Year 6 do better than those who arrive later. Pupils who speak little English make at least satisfactory and often good progress but they have frequently not been in the school for long enough to reach average standards before they leave at the end of Year 6. Pupils with learning difficulties are supported well and make sound progress.

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

### **Grade: 2**

Pupils say that they enjoy school. They take part enthusiastically in performances and sporting events. They have a good understanding of how to lead healthy lifestyles. They know how to look after themselves and stay safe. Pupils in the early stages of learning English say that they are made to feel welcome. Racial harmony pervades the school. Pupils make a good contribution to the community and are aware of those less fortunate than themselves. They sell healthy snacks, for example, to raise money for guide dogs for the blind. Pupils usually behave well during lessons but a small number behave inappropriately when not directed closely by staff. A few parents have concerns about behaviour in school. However, pupils consider that this has greatly improved due to staggered playtimes and stricter discipline. School and class councils enable all pupils to play a part in improving the school and they do so actively. Spiritual, moral, social and cultural development is good. Assemblies promote a strong community ethos, as pupils share their thoughts and sing vigorously together. In the Reception class, children gained an early sense of international community and were delighted when a child's Polish uncle read each page of Handa's Surprise in Polish whilst the teacher read the same page in English.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils get on well with their teachers and good relationships contribute to the high standards of behaviour seen in many lessons. Learning does not come easily to some pupils. Lessons sometimes stimulate great interest, as in an English lesson in Year 4 where pupils were captivated by images on the interactive whiteboard of the recent local flooding. These inspired them to search for powerful words that would do justice to the remarkable scenes. Lessons are not always this interesting. Teachers try to stimulate interest but sometimes lessons fail to engage

all pupils, often because there are insufficient visual stimuli. In Years 3 to 6, work is not always matched accurately to pupils' varying stages of development, so slower learners fail to complete tasks and the fastest learners are not stretched enough. Most teachers assess pupils' work accurately and give them good guidance about how to improve. Teachers usually mark pupils' work carefully but in some classes they too readily accept work that is untidy.

## **Curriculum and other activities**

### **Grade: 3**

The Foundation Stage curriculum is well suited to children's needs. They have plenty of opportunities to make choices, learn through play and engage in practical activities. The school is rightly reviewing the entire curriculum in an attempt to make learning more exciting in order to motivate pupils and extend their learning. The review is helpful and teachers are beginning to make links between subjects to make learning more meaningful and relevant to pupils' lives. The personal, social and health education programme is well organised and successful. Pupils receive good guidance, for example, about the dangers of drug misuse and about how to look after themselves and stay safe. Visitors, visits and special events, such as 'science week', enrich learning and personal development well. Pupils particularly appreciate the varied clubs at lunchtime and after school. Physical education is promoted well and pupils enjoy games, dance and gymnastics.

## **Care, guidance and support**

### **Grade: 2**

Pupils feel safe in school and know what to do if they are troubled. They are confident that teachers try their hardest to deal with issues such as bullying. Child- protection arrangements are in place and are understood by all staff. Pupils with learning difficulties are well supported to enable them to achieve in line with others. The school works particularly hard to cater for pupils with behavioural difficulties, making every effort to meet their needs. The school's learning mentor helps individuals to deal with problems, such as anger. She also contributes to the good systems that are successfully encouraging pupils to attend regularly. Newcomers are warmly welcomed and this supports their learning well. Pupils in the early stages of learning English receive sensitive and effective support. Teachers assess pupils' learning regularly and accurately. Pupils have clear target cards which describe exactly what steps they need to take to reach the next stages in their learning in writing and mathematics which helps them to make at least sound progress.

## **Leadership and management**

### **Grade: 3**

The school is emerging from a difficult period but, thanks to a concerted team effort, has improved and is now on course to improve further. There is a proper focus on the key priorities for further development, such as to improve teaching and learning. Training is improving teachers' skills effectively. Lessons are videoed to help teachers to analyse their classroom practice and see how it might be improved. A good development plan, underpinned by the subject leaders' clear action plans, helps to guide an agreed programme of improvement. There is a good system to check on the amount of progress that pupils make in reading, writing, mathematics and science, but, in general, subject leaders do not monitor the work that pupils produce rigorously enough. Newcomers are warmly embraced into the school community. An

inclusive ethos has been established that is supported by the school's conviction that every child matters.

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## Annex A

## 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>
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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?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
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	3
The attendance of learners	3
How well learners enjoy their education	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### 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>	2

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
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	3
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 June 2007

Dear Children

Inspection of Sutton Bridge Westmere Primary School, Sutton Bridge, Lincolnshire, PE12 9TB

We enjoyed visiting your school. Thank you for being so helpful and for telling us all about it.

There are some particularly good things about the school. You are sensible and like taking on responsibility for helping around the school. Your school council and the class councils have good ideas for improving things. You enjoy school and say that teachers make lessons fun. You know how to look after yourselves and stay safe. You are friendly and polite. Most of you behave sensibly in lessons, on the playground and around the school. You warmly welcome newcomers into the school. We think it is great that you make friends so quickly with children who have recently arrived from foreign countries. Some of them do not speak much English but somehow you manage to communicate with them and make them feel at home. You sing exceptionally well. We really enjoyed listening to the singing in assembly and in rehearsals for the end of term production. We believe that singing together so beautifully really helps you all to feel that you are important partners in the school community. It helps you all to be friends.

There are several things that the school should do to help you to reach higher standards in your work. Your teachers work hard but they could help each other even more to make sure all your lessons are interesting and exciting so that you are not tempted to day-dream and 'switch off'. We also think that the work set for you in Years 3 to 6 could be matched even better to the right level for each of you so that you can learn very quickly and feel proud of the quality of work you produce. You can help too by making sure that your work in books and on display is always neat and tidy. Everyone could concentrate more on good handwriting and underlining neatly with a ruler. This attention to detail will help you to improve your work and learn well.

We wish you all every success in the future.

Yours sincerely

John Messer

Lead Inspector