

Sutton Park Primary School

Inspection report

Unique Reference Number	117900
Local Authority	Kingston-upon-Hull
Inspection number	312744
Inspection dates	6–7 March 2008
Reporting inspector	Carole Cressey

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	360
Appropriate authority	The governing body
Chair	Mr Mike Noddings
Headteacher	Miss Deborah Tague
Date of previous school inspection	1 June 2005
School address	Marsdale Sutton Park Hull HU7 4AH
Telephone number	01482 825502
Fax number	01482 825501

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated in an area where there are pockets of social and economic deprivation. Most children come from White British backgrounds. The proportion of pupils eligible for free school meals is above average, as is the proportion with learning difficulties and/or disabilities. The proportion of pupils joining and leaving the school at various stages of the year is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. There are aspects of the school's work which are good. Leadership is very focused on providing a happy, caring and safe environment in which pupils become successful and confident learners. Recent priorities for the headteacher and the governors have been to ensure that pupils from the neighbouring school, which closed in 2006, have been warmly welcomed and integrated into Sutton Park, and to ensure that standards of behaviour improved. On both counts the school has been successful as the school is a settled and harmonious place to learn. This was particularly evident during 'World Book Day'. The school was transformed into a make-believe world as pupils and staff became characters from their favourite book. The whole school was a magical place to learn and behaviour was excellent because every child was involved in some exciting task linked to an interesting character or story.

Children enter Nursery with levels of development which are usually below what is expected for their ages. Progress varies across the school because teaching is not always as challenging as it could be. However, overall progress is satisfactory and by Year 6, standards are broadly average. They are better in English than in mathematics.

Pupils' personal development is good. All pupils are keen to do well and this is reflected in their good attendance. The school's success is demonstrated by the consistently good behaviour seen in lessons and around the school. Initiatives, such as the new approach to teaching personal, social and emotional skills provide good opportunities for pupils to tackle moral dilemmas and social issues. This is having a good impact on their personal development.

Teaching is satisfactory overall and some lessons are good with outstanding features. These lessons really challenge pupils. One higher attaining pupil in Year 6 said of his teacher, who had just helped his class identify what they needed to do to make their piece of writing more exciting, 'wow he really inspires you'. All teachers enjoy good relationships with pupils and are helping them to manage their own behaviour well. However, not all lessons challenge pupils and provide them with work which is well matched to their abilities.

The role of the senior leadership team in monitoring and evaluating the standards and provision in their subject, is not yet fully developed. The school has useful assessment information, but teachers and senior leaders do not use this information consistently to check on provision, track pupils' progress and set challenging, individual and whole school targets. Pupils do not have enough guidance to help them to improve their work.

There are interesting activities both in and out of school to develop pupils' enthusiasm for learning and an understanding of how they can stay healthy, keep themselves and others safe, and become responsible members of their school and local community. Family Learning Days enhance the multicultural dimension of the curriculum by involving pupils and parents in projects such as Diwali and Chinese New Year. The way the school nurtures all its pupils and especially those with complex disabilities and learning difficulties is very good and as a result they are able to take advantage of all the school has to offer.

The parents have confidence in the leadership and management of the school. This is an improving school; it provides satisfactory value for money and is well placed to improve further.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage is good. Most children enter the Foundation Stage with skills and knowledge below those usually seen at this age. The effectiveness of leadership and management results in the Nursery and Reception classes being good places to learn. This enables children to make good progress towards the expected learning goals for their ages although not all pupils reach them by the end of Reception.

The introduction of a new letters and sounds programme is proving to be successful in raising the standards in writing and reading. Exciting activities are carefully planned and include a balance between activities led by adults and those chosen by the children. Children have lots of fun learning through play. Children were observed trying to blow down the three little pigs' house as part of their role play, making cakes, sequencing pictures, racing round carefully on their bikes in the outside area and playing musical instruments in the quiet room. Other more focused activities involved children in naming shapes, writing and listening to stories.

What the school should do to improve further

- Use assessment systems and target setting more rigorously to spot underachievement, plan future learning and ensure all pupils know how to improve their work.
- Develop the role of the senior leadership team in monitoring and evaluating the standards and provision in their subject.
- Improve the consistency in the quality of teaching and learning to help all pupils achieve as well as they can, especially in mathematics.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Pupils make satisfactory progress from Year 1 to 6 but it varies between years. When pupils start in Year 1, a significant number are not yet reaching the expected levels for their ages and abilities in literacy and numeracy. They make satisfactory progress throughout Key Stage 1 although standards in reading, writing and mathematics remain below expected levels.

Pupils do not progress as well as they should in Years 3 and 4 but progress does accelerate in Years 5 and 6. Standards in the current Year 6 are now at expected levels in English but below expected levels in mathematics. This shows good improvement on the 2007 test results in English which were significantly below average, but a decline in standards in mathematics. The school has been successful in improving standards in reading and especially writing.

Pupils with learning difficulties and/or disabilities and those who enter the school at various stages of the year receive good support and as a result they make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils say they enjoy school and feel safe, and most are regular and punctual attenders. They say their teachers help them to sort out any problems they have and most importantly, they are helping them to 'sort things out' for themselves. The school council is rightly proud of the 'anti bullying campaign' which means bullying is rare in their school. Good behaviour is becoming the norm because pupils understand the school rules and see them as being fair. Pupils know how to keep fit and safe and are learning why it is sensible to have a balanced diet. Pupils are aware of their responsibilities as members of their school and world community. Pupils are learning to be responsible citizens as they raise funds for local and national charities, such as Water Aid.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall with good and outstanding features. Behaviour management is usually good. Where teaching is good or better, teachers use the school's information on pupils' progress well to plan their work. Lessons buzz with an ethos of hard work and enjoyment. Adults have high expectations of what their pupils can achieve and pupils themselves know precisely what they need to do to improve their work. Teachers ask challenging questions and provide stimulating tasks which grasp the interests of pupils and encourage self confidence and a 'can do' culture. Pupils enjoyed finding out how much 'loot a highwayman has collected' as a way to practice the four rules of number, especially when they were all dressed up as 'highwaymen and nobles' for World Book Day. Where teaching is less effective, work is very mundane, lacks interest and isn't well matched to pupils' attainment levels. Targets are not sufficiently challenging and the marking of pupils' work is not used well to help them improve. As a result, pupils do not make the progress they should.

Curriculum and other activities

Grade: 2

The curriculum is good and prepares pupils well for the next stage of their education especially in their personal development. The school's use of the new national programme for teaching literacy is already having a positive effect on standards. The school offers musical activities which add a breadth to pupils' learning. For example, every pupil in Years 3 and 4 is learning to play a brass instrument. Programmes of personal, social and health education are incorporated into the curriculum, enabling pupils to develop a good understanding of healthy eating and the importance of taking exercise. A wide range of enrichment activities takes place both within, and beyond the teaching day. Participation has a positive effect on pupils' enthusiasm for school and helps develop their self-confidence and enjoyment of learning. The range of activities is varied and includes Salsa dance classes, choir, yoga and modern languages (French, Spanish and German).

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. This is a caring school. Procedures for safeguarding pupils' welfare and health and safety are in line with statutory requirements. Most parents agree that their children are safe and happy, and enjoy coming to school. A pupil new to the school said he settled in quickly because everyone was so friendly and helpful. Weekly counselling sessions, morning nurturing groups and behaviour management groups all provide good support for vulnerable pupils, who for a variety of reasons need that extra time, care and professional skill to help them cope with their complex emotional and behavioural problems. The school recognises that only then will these pupils be ready to be effective learners. However, support for pupils' academic progress is underdeveloped. Not all pupils are clear how to improve their work or how well they are doing towards their long term targets.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Leadership has accurately and successfully identified what needs to be done to bring about sustained improvements. Leadership of the headteacher is good. The evaluation of test results, pupils' attainment and progress, and the quality of teaching and learning has prompted a range of initiatives. Of most significance has been the introduction of a new assessment system which aims to identify pupils' attainment levels and track their progress. However, this is not yet used efficiently or effectively by all staff, including senior leaders, to spot underachievement quickly and to set and monitor challenging targets. Strategies to improve writing have been effective and as a result standards are rising across the school. Governors have a good understanding of what needs to be done to sustain the recent improvements. This school has made satisfactory progress since the last inspection and has a good capacity to improve.

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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	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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	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	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

10 March 2008

Dear Pupils

Inspection of Sutton Park Primary School, Kingston-upon-Hull, HU7 4AH

Thank you very much for being so friendly and welcoming when we visited your school a short while ago.

We were pleased to see how very well behaved you are, how much you enjoy school and how hard you try to attend school regularly and on time. Well done! You all seem to know the importance of eating sensible food regularly and taking lots of exercise. Do keep that up because it is so important to stay healthy and fit.

Sutton Park Primary is a satisfactory school and some of you achieve in line with other pupils nationally. You have all worked hard at improving your writing so congratulations for that. Some of you could work even harder. We know that some of your lessons are good but we think that more of them should be good. Some of your work is too easy and you need work that is more challenging. In order to help you improve your work we have asked the school to check more closely on how well you are doing and what you need to do to improve. So listen carefully and pay attention when your teachers talk to you, give you harder targets, or write comments in your books. We have also asked that the teachers in charge of subjects become more involved in checking how well they are doing.

There are some really good things happening at your school. The children in the Foundation Stage make such good progress. We also enjoyed World Book Day when you all dressed up as different characters. Your behaviour on that day was exceptionally good.

We hope you will continue to enjoy school as much as you do now and that it will help you to become happy and successful adults.

Yours sincerely

Carole Cressey, Lead inspector

Barbara Martin