

Sutton Bonington Primary School

Inspection report

Unique Reference Number	122677
Local Authority	Nottinghamshire
Inspection number	314364
Inspection dates	12–13 May 2008
Reporting inspector	Kathleen Yates

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	4–11
Gender of pupils	Mixed
Number on roll	
School	188
Appropriate authority	The governing body
Chair	Mr Greg Jones
Headteacher	Mr Mark Brumwell
Date of previous school inspection	1 March 2004
School address	Park Lane Sutton Bonington Loughborough Leicestershire LE12 5NH
Telephone number	01509672661
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average sized primary school where there is a lower than average proportion of pupils who are eligible for free school meals. The proportions of pupils from minority ethnic groups and of those who have English as an additional language are lower than those found nationally. Pupils come from a wide variety of backgrounds and over a third come from surrounding villages. When they start school, their skills and abilities vary from year to year and are broadly in line with those normally found for children of this age. There have been many changes in staff over the last two years. The headteacher joined the school two terms ago.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Sutton Bonington Primary School provides pupils with a good standard of education. Links with other schools, outside agencies and the community are good and promote the well-being of learners. Parents have very positive views of the school.

Achievement is satisfactory in the Foundation Stage and most children attain the levels typically found at the end of the Reception year. While teachers' planning includes all areas of children's learning, there is insufficient guidance and direction in the activities set to ensure that they make the best progress in their learning. Through Key Stage 1, progress is good and the standards reached by Year 2 are generally above average. Overall standards have been significantly above the national average by Year 6, reflecting continued good progress.

Pupils' personal development is good. Pupils behave well and enjoy school. They understand what makes a balanced diet and appreciate the need for regular exercise. They have a good awareness of how to keep themselves safe. Pupils' skills in literacy, numeracy and information and communication technology (ICT) prepare them well for the future.

Teaching and learning, and the curriculum are good throughout Years 1 to 6. The school provides a wide range of enrichment activities that enhance the curriculum. Parents are appreciative of the many opportunities offered and the take up by the pupils is high. Care, guidance and support are good and procedures for safeguarding children are robust.

Leaders and managers ensure all pupils and their parents are welcomed into a happy, secure environment where everyone listens carefully to their views and acts upon them wherever possible. Governance is good. The headteacher provides effective leadership. During his short time at the school, he has done much to bring about improvements. He has set up a rigorous monitoring system, which tracks pupils' progress across year groups and across the school. He has created a leadership team and appointed subject leaders who are responsible for key curriculum areas. However, there has not yet been sufficient time for subject leaders to become fully effective in carrying out their monitoring and evaluating roles. Consequently, they do not have sufficient knowledge of exactly how well pupils are achieving throughout the school. The school's evaluations of its effectiveness are accurate. Good improvement has been secured since the last inspection and the school has a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 3

Children are given a warm welcome when they start school and they settle happily in Reception. Sound links are made with parents to involve them in their children's education. Achievement overall is satisfactory and by the time they enter Year 1, the current children are on course to reach the levels typically found in all areas of learning. While teaching and learning and the curriculum are satisfactory, the staff's use of ongoing assessments is not precise enough. Too often, child-initiated activities are not linked closely enough to what children need to learn next. On occasions, adults are not sufficiently vigilant to make sure this happens and there are times the progress children make is restricted. The accommodation is bright and spacious and children enjoy being able to move freely from the classroom into the secure outdoor area which is well resourced.

What the school should do to improve further

- In the Foundation Stage, make more effective use of assessment to plan activities that are linked more closely to the main themes of learning to meet individual children's needs.
- Implement the school's plans to involve subject leaders in a programme of monitoring and evaluation of their curriculum areas.

Achievement and standards

Grade: 2

Year 2 assessment results at the end of 2007 continued the upward trend of the previous two years. Pupils achieved well and standards were above average in reading and writing. They were well above average in mathematics. This year, standards are a little lower. Nevertheless, they still represent good achievement for the majority of pupils from their individual starting points at the beginning of Year 1. There has been a consistent trend of significantly above average standards by the end of Year 6. In 2007, standards were lower than in the previous three years because many exceptional circumstances affected this year group. However, the school's tracking data and pupils' recent work indicate that current standards in Year 6 are similar to those of the previous years. Achievement is good. Most pupils, including those who find learning difficult, those who speak English as an additional language and those from minority ethnic groups are on course to reach the challenging targets set.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils say that they enjoy school because 'teachers do a lot to help and support us and lessons are fun'. This reflects in above average attendance rates. Pupils get on well with staff and with one another. Most behave well in lessons and around school. By the time that they leave, many develop conscientious working habits. However, the restlessness and inappropriate response of a small minority of pupils sometimes slows the pace of learning. Pupils adopt safe and healthy lifestyles. There is a good take-up of extra-curricular sport and they enjoy healthy snacks and nutritious school meals. Pupils' preparation for the world of work is good because basic skills are above average and they have ample opportunities to apply and reinforce ICT skills. Spiritual, moral, social and cultural development is good. They value singing and the arts; have good insights into human emotions and act on an understanding of what is right. Their involvement in the local community and work on different cultures, lifestyles and faiths prepares them to be good citizens in a multi-cultural society.

Quality of provision

Teaching and learning

Grade: 2

Teachers use their interactive whiteboards well to give impact to their teaching. In most lessons, teachers have suitably high expectations of pupils' behaviour, response and capacity to cope with challenging work. This reflects in tasks that are closely matched to pupils' different abilities; tasks that make them think hard and promote good progress across the ability range. In a minority of lessons, teachers do not ensure that pupils make the best use of the time available. They do not always act promptly enough when pupils are inattentive or unnecessarily 'fussy'

when activities change over and this adversely affects some pupils' progress. Teaching assistants give good support to those who find learning difficult. As a result, these pupils benefit from all that the school has to offer and so make good progress.

Curriculum and other activities

Grade: 2

The school provides an effective curriculum and has made a good start to its introduction of French for pupils in Years 3 to 6. There are suitable opportunities for pupils to reinforce literacy and numeracy skills through their work in other subjects and ICT is used effectively across the curriculum. Staff are extending the skills-based approach to curriculum planning to other subjects, though this initiative is at an early stage of development and yet to have its full impact. The strength of the curriculum lies in the quality of opportunities offered to pupils. Recently, a week of diverse enrichment activities included cookery, photography, ICT, drama and Spanish. It generated much enthusiasm and enabled pupils with special interests or talents to develop them further. During an African Arts Week, pupils worked with a Zimbabwean artist, producing vibrant, high quality artefacts. An extensive range of educational visits and visitors promotes personal development and academic achievement in equal measure. Productive partnerships with neighbouring schools and the nearby university also add much to the quality of pupils' experience and to the professional development of staff.

Care, guidance and support

Grade: 2

The school takes good care of pupils so that they work and play in a safe environment, free from harassment and bullying. All safeguarding checks are in place. Pupils are confident to approach adults in school and feel that they can readily seek help and advice when they have concerns. Teachers and teaching assistants assess pupils' progress in lessons carefully and ensure that they are set appropriate levels of work. Pupils who find learning difficult are well supported, although planning for them sometimes lacks sufficient detail to direct them as to exactly what they should be learning next. The introduction of a system to track pupils' progress is helping teachers to guide pupils to make better progress in their learning.

Leadership and management

Grade: 2

There have been many recent staff changes, including the appointment of a new headteacher. He is well supported by the deputy headteacher. Throughout the school there is a real sense of teamwork and members of the newly created leadership team are developing their roles effectively. Improvement has been driven by the headteacher's awareness of the need to track pupils' attainment and progress more rigorously. Subject leaders are gaining the skills to make the necessary checks in their subjects. However, a programme to involve them regularly in monitoring and evaluation has yet to be implemented. Governors have a good understanding of the school's strengths and they are keen to become more active in ensuring all pupils achieve as well as they can. The governing body has been central in maintaining standards and quality throughout the changes over the last year, contributing much to the school's good capacity to improve further.

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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?	2
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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

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	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

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?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

14 May 2008

Dear Pupils

Inspection of Sutton Bonington Primary School, Loughborough, LE12 5NH

I know you will remember that two inspectors recently visited your school. We really enjoyed meeting you. This letter is to thank you for making us so welcome and to tell you what we found out about your school.

In most years, by the time you leave the school, you reach standards that are higher than average and you make good progress. This is because you receive good teaching and lessons are interesting. You get on well together, behave well and are usually respectful and thoughtful to one another. Your attendance is also above the national average. Well done, please keep it up!

The school works hard to provide you with an exciting curriculum, including termly Enrichment Weeks. You told us how you participate in a wide range of activities, and we were able to see photographs all around the school of what you have achieved. Visits and visitors are also special features of your school, which you greatly enjoy. We also found out how well you do in your sporting activities, which help to keep you fit. Your parents are very happy with what the school is providing for you and we agree with them that the school takes good care of you.

In order to help children in the Foundation Stage to do even better in their learning, I have asked the school to make sure that activities planned closely match what each of you needs to learn next. I have asked your teachers to ensure there is a clear purpose in the tasks set so that there will be direct links to the topics you are studying. I have requested that staff keep a watchful eye on you and change the activities frequently.

Throughout the school, teachers who are in charge of subjects have been asked to be involved in making regular checks to find out exactly how well all of you are doing. They will then have a clear idea of how they can help you to do even better.

We wish you well for the future.

Kathleen Yates and Glynn Storer

Inspectors