

Cambridge Education  
Demeter House  
Station Road  
Cambridge CB1 2RS

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01223 578500  
Direct F 01223 578501  
[risp.inspections@camb-ed.com](mailto:risp.inspections@camb-ed.com)



17 June 2008

Mrs Davies  
The Headteacher  
Sutton Road Primary School  
Moor Lane  
Mansfield  
NG18 5SF

Dear Mrs Davies

### Ofsted monitoring of schools with a Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 5 June 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the pupils, staff, governors and the representative of the local authority for the time they gave.

This letter will be posted on the Ofsted website.

As a result of the inspection on 15-16 October 2007, the school was asked to: accelerate progress and raise the standards that pupils, especially those of middle and higher ability, attain in English, mathematics and science by setting them work that is sufficiently challenging; provide more opportunities for pupils to develop their basic skills, especially their writing, in all subjects; ensure that teachers provide pupils with clear guidance on where and how to improve their work; develop the monitoring role of key subject leaders and governors so that they help drive forward school improvement at a faster rate.

Having considered all the evidence I am of the opinion that at this time the school is making inadequate progress in addressing the issues for improvement and in raising the pupils' achievement.

The results of the recent end of Key Stage 2 tests have not yet been received. Most of the end of Key Stage 1 assessments have been undertaken, but the results have yet to be moderated by the local authority. The school's tracking of pupils' current progress and the results of formal assessments completed in March, show that pupils' achievement is increasing in most year groups. However, the rate of increase has not been fast enough and standards are still too low. The school's analysis of current standards at the end of Key Stage 2 indicates that the school is falling considerably short of their 2008 targets, with fewer than six out of ten pupils likely to attain the expected level in English and mathematics. Recent teacher assessments at the end of Year 2 show that, although there is an overall improvement in the attainment of the middle ability pupils in reading and writing, the proportion of pupils

who reach the higher levels remains too low in all subjects. This is because tasks given to pupils are still not matched well enough to pupils different abilities, especially the more able, who do not receive sufficient challenge.

The school has correctly focused on reviewing policies and developing greater consistency in teaching basic skills, especially in literacy. Consequently, there are very few examples of teachers promoting basic skills in subjects other than literacy and numeracy.

The school has instigated a system of target setting in literacy and numeracy which is linked with an improved system for tracking pupils' progress. In some classes pupils know their targets, are clear how to improve and are beginning to assess their own work. However, this is inconsistent. In many classes the use of assessment data is not sufficiently embedded to enable teachers to set challenging targets which are related to what pupils need to learn next. The marking policy has been reviewed in consultation with pupils. Although there are some examples where marking provides pupils with clear direction for improvement, especially in literacy, the policy is not consistently applied in all classes.

The local authority, largely through the school improvement adviser, has provided helpful support to the headteacher who now knows the school well and is clear what needs to be improved. Since the last inspection, the headteacher has instigated many new initiatives which are starting to have an impact on pupils' achievement. The monitoring policy has been reviewed and key subject leaders have gained a clearer understanding of their role in school improvement. However, many key leaders are still developing their leadership and management skills and do not have a good enough understanding of how to use the monitoring information to challenge and support other members of staff.

Local authority training and clear guidance from the headteacher have helped the governors gain a good understanding of their role. They have started to monitor the work of the school through data analysis, involvement in scrutiny of pupils' work and interviewing pupils.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Roy Bowers  
Her Majesty's Inspector