

Sutton Road Primary School

Inspection report

Unique Reference Number	133277
Local Authority	Nottinghamshire
Inspection number	328688
Inspection dates	21–22 October 2008
Reporting inspector	Andrew Cook HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	362
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	80
Appropriate authority	The governing body
Chair	Mr N Ward
Headteacher	Mrs N Davies
Date of previous school inspection	15 October 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Moor Lane Mansfield Nottinghamshire NG18 5SF
Telephone number	01623 455920
Fax number	01623 455921

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

In October 2007, the school was inspected by Ofsted and given a Notice to Improve. In June 2008, it was monitored by HMI and judged to be making inadequate progress.

The number of children that attend the school make it a larger than average primary school. The proportion of children eligible for free school meals is similar to the national average. The proportion of children from minority ethnic groups and those whose first language is not English is lower than the national average. Likewise, the proportion of children with learning difficulties and/or disabilities is lower than the national average. Children's attainment when they join the school is often below what is expected.

The school has a nursery, which is part of the Early Years Foundation Stage (EYFS) and was inspected as part of this inspection. There is also a before and after school club called 'Explosion - The Altogether Club' which is not managed by the governors. This was inspected independently and will receive a separate report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector of Schools (HMCI) is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Despite some improvements over the last year, significant groups of children are not making enough progress in their learning and so are attaining standards that are exceptionally low for their age. Standards, as measured by the Year 2 teacher assessments and Year 6 tests in 2008, show signs of improvement. However, only a few children achieve above average results and standards in English, particularly writing, are very low.

The quality of teaching is inconsistent. Too much is inadequate and there is not enough good teaching to ensure that children make sufficient progress. Too often lessons fail to motivate and engage children, and move learning on at a good pace. Teaching therefore, overall, is inadequate.

The headteacher has worked tirelessly since the previous inspection but the senior leadership team (SLT) has failed to ensure that sufficient progress has been made in addressing the key weaknesses in standards and the quality of teaching. Although a range of improvement strategies has been introduced these have not been used skilfully by the SLT, or most middle leaders responsible for subject areas, to demonstrate capacity to improve. Leadership and management have not been effective and are inadequate overall.

The school is a safe place for children. Children's personal development and well-being are satisfactory. Most enjoy school. Their behaviour is satisfactory overall but when lessons enthuse them it is good. Children know about keeping healthy and safe. Attendance overall is inadequate and the school has work to do to resolve this. Because of the low standards children reach by the end of Year 6, they are not being prepared well enough for the future. The curriculum is satisfactory. The school has focused appropriately on improving English and mathematics as well as adapting teaching for those children who have learning difficulties and those who have gaps in their learning.

Governors are fully aware of how the school is doing. They have become more effective in the last year and realise the magnitude of the task to improve the effectiveness of the school. Much has been achieved by the headteacher. However, it is clear from children's learning and progress that the school has not improved enough.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The provision for children in the early years is satisfactory. The level of care and support given to children is good. Nursery provision is satisfactory. Teaching in the nursery is better when it is focused on what children need to learn and not just on providing interesting activities. Teaching in the Reception year is engaging and children are enthusiastic about what they are doing. The leadership and management of EYFS do not focus enough on raising standards.

What the school should do to improve further

- Accelerate the progress children make so that they attain higher standards, especially in English.
- Establish a senior leadership team and middle leadership structure that clearly demonstrate a robust capacity to improve teaching, learning and standards quickly.
- Ensure there is effective teaching and learning across the school, which consistently engages, motivates and challenges all groups of learners.

Achievement and standards

Grade: 4

Standards across the school are low especially in English. Teacher assessments in 2008 for Year 2 children showed standards had improved compared to the previous year although, in writing, this improvement was limited. Few children attained the higher level 3 in reading and mathematics and the situation worsened in writing with no children achieving this level. Provisional results of 2008 Year 6 tests indicate that standards rose in mathematics and science, although there was a fall in the proportion of children who attained the higher level 5 in mathematics. Year 6 test results in English show that standards remain exceptionally low. Standards in writing are much worse than in reading with boys achieving less well than girls. Children with learning difficulties and/or disabilities make satisfactory progress. However, tracking systems show that there are other significant groups of children that make inadequate progress.

Personal development and well-being

Grade: 3

Children's behaviour is satisfactory. When lessons really interest them and they are given challenging work, their behaviour is good. Most children enjoy coming to school. They appreciate the school environment and some of the work they do in lessons. Members of the school council mentioned that they would like to see more after school clubs, which is understandable as there are very few. Children's social, moral, spiritual and cultural development is satisfactory. There are opportunities for children to explore different cultures and learn about their own locality. All children have two hours of physical education each week and through lessons, learn how to keep healthy. Children get involved in contributing to the wider community. For example, during the time of the inspection children celebrated harvest and donated tins of food for the Salvation Army to distribute. Because of the low standards children achieve, they are not prepared adequately for what is expected of them at their next school.

Quality of provision

Teaching and learning

Grade: 4

The quality of teaching seen ranged from inadequate to good. There is not enough good teaching to ensure all children make adequate progress and so overall, the effectiveness of teaching is inadequate. Teachers' expectations are often too low and children are told that they have achieved well when they could do more. Teachers' lesson plans have improved and are detailed. However, some show that all children are given the same piece of work. This means that the work is easy or too difficult for some children. Teachers have taken on board a whole

range of teaching strategies that have the potential to accelerate the progress children make in lessons. This is demonstrated during good lessons, when teachers adapt work to meet the needs of the children and deploy teaching assistants effectively to support groups of children.

Where teaching is weaker or inadequate, the pace of lessons is slow. Teachers interrupt children working which results in them losing interest and concentration.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. There is a deliberate focus on English and mathematics in a bid to raise standards. At times, the focus on developing literacy skills through other subjects dominates lessons too much. The use of information and communication technology is improving and children enjoy, for example, using laptops to research subjects in Years 5 and 6. Interesting visits linked to class work make learning more fun such as the visit to Southwell Workhouse. Children identified as needing additional help with their learning receive extra support through a curriculum which is matched to their needs.

Care, guidance and support

Grade: 3

All procedures and checks to keep children safe are in place. Good relationships between staff and children ensure that children feel safe. Children's attendance is inadequate and this is linked to the lack of progress they make in school. Despite the support of the educational welfare services, the school has not managed to discourage parents from taking children out of school for annual family holidays. The school is good at working in partnership with other agencies. For example, it works effectively with staff who lead the individual needs centre. The support and guidance given to children with learning difficulties and/or disabilities are often good especially for those who receive extra targeted support in small groups. The academic guidance children receive through teachers' marking of their work varies in quality. Some children receive very little guidance that helps them understand what they have to do to improve.

Leadership and management

Grade: 4

Leadership and management are inadequate overall because standards are not improving sufficiently across the school. Following the previous inspection, the headteacher introduced a number of good initiatives that have the potential to improve teaching and learning. For example, the work she effectively led in putting in place robust systems to track children's progress has produced accurate data highlighting where achievement is inadequate. However, some of the tasks undertaken by members of the SLT lack perceptive and analytical evaluation. In particular the SLT is not effectively identifying why teaching is not raising standards because it focuses on what teachers do rather than the impact their work has on children's learning. There remains a need for the headteacher to support and direct much of the work of the SLT. The school is unable to demonstrate that it has the capacity to improve. The effectiveness of teachers responsible for subject areas varies. Leadership in mathematics has clarity in identifying strengths and weaknesses, and this informs what needs to happen next. Over the last year, a more established governing body has raised the level of challenge given to the school. Governors

appreciate the work of the headteacher in leading the school forward while also understanding that there is a long way to go. Detailed data on children's progress is provided to governors and they are developing skills to interpret and use this data.

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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	4

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	4
How well does the school contribute to community cohesion?	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
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?	Yes
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

23 October 2008

Dear Children

Inspection of Sutton Road Primary School, Moor Lane, Mansfield, Nottinghamshire, NG18 5SF

Thank you very much for talking to us when we visited your school this week. We found that many things have improved but we do not think they have improved enough. The school needs help to make sure that it keeps on improving.

In lessons, we saw some children making good progress but lots of you were not. Sometimes your work was too easy and sometimes you did not get enough time to improve. You make good progress when lessons are interesting and activities make you try your hardest. Some of you are getting extra support with your work in small groups and this is really helping.

Many of you said that you enjoy school even though some children miss coming to school every day. Everything is being done to make sure you are safe and your headteacher is working very hard to make sure that things improve.

We have asked your headteacher, teachers and governors to:

- help you achieve higher standards especially in writing
- check that any jobs done and decisions made by senior staff improve teaching and help you learn quickly
- make lessons fun and enjoyable and give you work that will help you do your best.

You can help by always trying your hardest in lessons. Inspectors will visit your school again to see how it is improving.

Yours sincerely

Andrew Cook

H M Inspector