

# Suttons Primary School

## Inspection report

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<b>Unique Reference Number</b>	102283
<b>Local Authority</b>	Havering
<b>Inspection number</b>	335869
<b>Inspection dates</b>	13–14 January 2010
<b>Reporting inspector</b>	Gordon Ewing

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Linda Baptiste
<b>Headteacher</b>	Mrs Jill Augustin
<b>Date of previous school inspection</b>	5 March 2007
<b>School address</b>	Suttons Lane Hornchurch Essex RM12 6RP
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, observing all class teachers teach at least once. This involved a total of six hours and 45 minutes of inspectors' time focusing on learning. Meetings were held with governors, members of staff and groups of pupils, and informal discussions were conducted with some parents. Inspectors observed the school's work, including the systems for assessing and monitoring pupils' progress, the work that pupils had produced in their books and the quality of teachers' planning and marking, and took account of the questionnaires completed by 87 parents and carers, 22 older pupils and 24 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the teaching provided for all pupils across the school
- the attainment and progress of specific groups, and especially of more able pupils
- how well assessment is used to ensure that the challenge is right for all pupils
- how effectively the school has responded to the key issues for improvement identified at the last inspection in March 2007
- the effectiveness of leadership and management at all levels in embedding and driving ambition so that outcomes for pupils are secure and improving.

## Information about the school

Suttons is a smaller-than-average primary school. The large majority of the pupils are of White British heritage. The proportion of pupils who speak English as an additional language is low. The proportion of pupils with special educational needs and/or disabilities is below average. Provision for the Early Years Foundation Stage is in one Reception class. In each of the Years 1 to 6 there is one class. Class sizes vary from 17 to 34. There has been significant turnover in staff since the last inspection. A total of six out of eight permanent teachers have been appointed since September 2008. The current headteacher and deputy headteacher were appointed in September 2008 and January 2009 respectively.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Suttons Primary is a good school with a harmonious and cohesive community. After a period of turbulence it is now on a clear path of improvement. As one parent put it, 'It's a lovely, friendly school', a view with which the overwhelming majority of parents and pupils concur. Pupils' good attendance reflects their real enjoyment of school and an inclusive and caring culture permeates every aspect of school life. Communication with parents and carers is improving rapidly.

Children join the Reception class with the level of skills expected for their age. As a result of good teaching and sensitive care they make good progress and, by the time they move into Year 1, their skill levels are above those expected in all key learning areas; this represents significant recent improvement.

Standards are average by the end of Year 6 and outcomes are good for pupils as they move through the school; this reflects the good teaching and pupils' effective learning and good progress. The school's work with partners such as local secondary schools and multi-agency groups contributes significantly to pupils' good achievement, personal development and well-being. The exciting curriculum makes learning fun. Pupils behave well and show considerable respect for others.

As a result of more focused assessment and planning, standards are beginning to rise. Attainment is on track to lift further in English and mathematics by the end of Year 6 in 2010. Nonetheless, more still needs to be done to ensure that all pupils, and particularly the more able, are consistently challenged. The school's leadership has already identified this issue of challenge as a key priority for improvement. Leaders know, from their own evaluation of learning, that teachers need more help in asking the challenging questions, especially for the most able pupils. Leaders are also aware that teachers' marking, though frequent and positive, does not consistently give pupils effective guidance on how to improve.

The seamless partnership of the headteacher and deputy headteacher has played a pivotal role in settling the school after some considerable change. They have rapidly established a strong ethic of teamwork with parents, staff and governors. The smooth and effective induction of new staff has ensured that the drive for improvement has not lost momentum. Leadership by the headteacher and senior staff is especially strong and demonstrates good self-evaluation, high quality monitoring and effective development planning. The impact of their work is evident in the rapidly established, systematic and convincing drive to improve teaching, raise standards and engage all staff, parents and governors in this process. Governors, several of whom are new, are committed and supportive but they have yet to develop their monitoring role so that they are as fully

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effective as possible in evaluating the impact of the school's actions on the outcomes for pupils. The governors are beginning to develop opportunities for teachers to report on the development of the work of the school to aid this process. Nonetheless, overall, leaders' recent track record in improving teaching and pupils' progress demonstrate that the school has a good capacity to improve further.

**What does the school need to do to improve further?**

- By the end of the summer term 2010, raise standards, especially for the most able, by:
  - providing training to improve teachers' questioning so that learning is more challenging
  - making sure that activities in lessons give the most able pupils suitable challenges.
- By the end of the summer term 2010, improve teachers' marking, assessment and target setting by:
  - reviewing the marking policy to identify areas of existing good practice, such as in English, and ensure that teachers rigorously implement consistent approaches across all subjects
  - ensuring that when marking pupils' work teachers give frequent and clear next-step guidance about how pupils might improve their skills.
- By the end of the summer term 2010, improve governors' strategies to systematically monitor and evaluate the work of the school by:
  - providing training for governors
  - timetabling class visits and monitoring activities so that governors can have more first-hand experience of evaluating the work of the school
  - involving subject leaders and pupils in reporting regularly to governors about the work of the school.

**Outcomes for individuals and groups of pupils****2**

Recent improvements in learning are now paying dividends, with consistently good rates of progress and good overall achievement for most groups of pupils. However, within this, rates of progress for the few more able pupils are more uneven, particularly in writing and mathematics. Vulnerable pupils and those with special educational needs and/or disabilities and those for whom English is an additional language make consistently good progress because skilled and well-deployed teaching assistants boost the impact of the teaching through effective and timely interventions.

Pupils evidently enjoy learning. Learning is enriched by the bright and stimulating learning environment, after-school clubs, motivational visitors, such as Benjamin Zephaniah, and strong links with local sports partnerships. Pupils cooperate and collaborate well in lessons and, when given the opportunity, show good independent

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skills in their learning. In a good literacy lesson, pupils were actively engaged in writing descriptions of monsters and confidently wrote extended sentences, describing their monster's appearance, diet and habitat, and talked with partners confidently about their work, which helped them to use exciting vocabulary.

Pupils feel safe and happy at school. They report that all staff are 'always there for them' and listen to their views about how to improve the school. The school council plays a keen and active role, showing evident pride in their contribution to improving toilet areas and in raising funds for a wide range of charities. Pupils lead a healthy lifestyle overall but their packed lunches are not always as healthy as they could be. Given their positive attitudes to learning, their improving rates of progress and secure basic skills, they are well prepared for their lives as future citizens.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching across the school is good, overall. Teachers have good knowledge about the subjects that they teach and pupils are keen to do well. Pupils' positive attitudes boost the impact of the teaching in most lessons. However, some tasks set are the same for

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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all abilities and, consequently, able pupils often complete work swiftly. Sometimes, the lack of planned extension tasks impedes opportunities to extend their skills and understanding. Teachers set pupils individual targets, particularly in literacy, and these are used effectively to spur pupils on. However, day-to-day questioning by teachers, although sometimes good, is not systematically used to check understanding and reshape tasks to better challenge and extend the most able pupils' skills. Teachers are also working to improve marking. The new creative approach to planning the curriculum ensures that pupils experience imaginative and active opportunities for learning. Musical provision has been extended effectively to develop pupils' creative and practical skills as well as to strengthen their confidence and self-esteem. The school's links with Australia, Cuba and Spain enhance their learning and add a valuable global dimension to pupils' development. The school holds a number of awards including the Basic Skills 'Q' Mark Award and the International Schools award.

The school is justifiably proud of the good care, guidance and support provided to all pupils. Work with multi-agency groups is well coordinated and support to key pupils contributes significantly to their good attendance, well-being and progress. Workshops to support parenting, pupil behaviour and parents' understanding of new approaches to teaching numeracy, literacy and Spanish demonstrate the strong links with others to help to improve pupils' learning and community cohesion.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>3</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school's new senior leadership is determined, principled and resilient. These qualities have been key to the success of the school in recent times. Achievement is accelerating for most groups because expectations are clear and aspirations are high. Leaders show a strong commitment to tackling discrimination and promoting equal opportunities, as evident in their development plans to ensure that the most able pupils do as well as possible in the future.

Staff feel well supported; training is good and links directly to new initiatives or any weaknesses in classroom practice. Leaders are helping to improve teaching with vigour. As one member of staff reported, 'All staff work extremely effectively as a team and everyone knows they're valued.' Most leaders are relatively new in post but are already having an early impact on strengthening progress and raising standards, for example, in literacy and in the Early Years Foundation Stage. Self-evaluation is increasingly accurate

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and involves all groups of stakeholders, but governors, although keen, are not yet as skilled as they could be.

Safeguarding procedures are firmly established and robust. The school is very active in building a cohesive local community and fully engages with local schools and community groups to improve outcomes for adults and pupils alike. The school's strong commitment to promoting community cohesion globally has been recognised by the award of International School status. Leaders are aware that there is more to do to further evaluate the impact of the school's growing involvement in activities that engage global communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The Reception class offers children a lively, stimulating and creative environment. They experience a well-planned and imaginative curriculum that ensures that they are well motivated and develop positive attitudes to learning. Children interact well with each other and with adults. They are developing good collaborative learning skills and are able to make sensible choices in their work and play. They are well cared for and ongoing assessments ensure that individual specific needs are met well. Consequently, they make consistently good progress and are well prepared for the challenges in Year 1. Children feel safe, are fully engaged and behave well. They are confidently aware of the need to eat healthy foods and to drink clean water.

Induction procedures are good at ensuring that children are well prepared for school and are effectively supported as they move into Year 1. Parents are fully involved in



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their child's early education and contribute to their learning and development through shared assessments and dialogue with staff. Consequently, skills are developed systematically across all areas of learning so that children of all abilities make good progress. The new leader of the Early Years Foundation Stage has taken swift action to bring about significant improvements in outcomes for children through targeted and focused provision, and standards are rising. Plans are in place to further improve outdoor learning areas so that children have opportunities to work outside in all weather conditions and to learn more about the natural environment.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The overwhelming majority of parent questionnaires were very positive and almost all written comments appended expressed high degrees of satisfaction with the school. A number of comments praised the senior leadership for the careful management of the school through a period of considerable change. A very few parents expressed concerns about the school's management of misbehaviour and the leadership's response to complaints. With regard to the former, inspection evidence showed that pupils reported convincingly that any misbehaviour was dealt with effectively and swiftly. Regarding the latter, such concern was not mirrored in the overwhelming majority of parents' comments that, commonly, praised the school's leadership for its approachability and openness.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Suttons Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	60	35	40	0	0	0	0
The school keeps my child safe	57	66	28	32	1	1	0	0
The school informs me about my child's progress	44	51	39	45	1	1	0	0
My child is making enough progress at this school	45	52	35	40	7	8	0	0
The teaching is good at this school	45	52	40	46	2	2	0	0
The school helps me to support my child's learning	39	45	43	49	2	2	0	0
The school helps my child to have a healthy lifestyle	41	47	45	52	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	33	45	52	3	3	0	0
The school meets my child's particular needs	36	41	48	55	1	1	2	2
The school deals effectively with unacceptable behaviour	32	37	44	51	5	6	4	5
The school takes account of my suggestions and concerns	30	35	47	54	6	7	2	2
The school is led and managed effectively	53	61	31	36	2	2	0	0
Overall, I am happy with my child's experience at this school	54	62	32	37	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 January 2010

Dear Pupils

Inspection of Suttons Primary School, Hornchurch RM12 6RP

We really enjoyed our recent visit to your school to see you at work. You made us feel very welcome and you spoke very positively about your school life. This letter sets out some of the things we found.

You reported that Suttons Primary is a good school and we fully agree with you. We know that all staff and governors work hard to make your learning enjoyable and stimulating. Almost all parents are happy with the school, too. In particular, we liked these things about your school.

- You behave well and get on together as a whole-school community.
- You are now making good progress.
- You feel safe and secure and thoroughly enjoy lessons. Your attendance is really good, too.
- Your headteacher and deputy headteacher have a good partnership that has helped the school to settle swiftly after many recent changes.
- All staff take good care of you and make sure that you are safe.
- You have plenty of exciting things to do.

Everyone at Suttons wants the school to be even better and to achieve this we have asked the staff and governors to:

- help those of you who find learning easy to do even better in English, mathematics and science
- improve teachers' marking and advice to you so that you are more confident in knowing what you have to do to improve your work and learning
- check more regularly and carefully on how well the school is doing in helping you to do as well as possible.

We wish you all every success in your future education and life.

Yours sincerely

Gordon Ewing

Lead inspector

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