

Long Sutton Primary School

Inspection report

Unique Reference Number	120416
Local Authority	Lincolnshire
Inspection number	339686
Inspection dates	12–13 November 2009
Reporting inspector	Colin Henderson

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 of pupils on the school roll	363
Appropriate authority	The governing body
Chair	Mr Christopher Wesley
Headteacher	Mrs Anne Grief
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at a wide range of documentation, 80 parental questionnaires and 104 pupil and 16 staff questionnaires.

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

- whether Key Stage 2 pupils are achieving as well as they could, particularly in writing
- teachers' expectations of more able pupils and their use of assessment to guide pupils to improve their work
- the quality of provision for children in the Early Years Foundation Stage
- how rigorously the restructured senior management team focuses on raising achievement
- how well the pupils contribute to the school, local and wider communities.

Information about the school

This larger than average-sized primary school has provision for the Early Years Foundation Stage in Nursery and Reception classes. Most pupils come from the local area. They come from a broad range of backgrounds, although the proportion taking a free school meal is below average. Only a small number of pupils come from minority ethnic backgrounds and almost all of the pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is broadly average. The proportion with a statement of special educational needs is above average. The school collaborates with other local schools in a learning network and in a sports partnership.

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?

3

The school's capacity for sustained improvement

3

Main findings

Long Sutton Primary is an improving school. In recent years, the school has experienced a high level of staff change and absence. As a result, some pupils have not always achieved as well as they could. Improvements in teaching and teachers' use of new initiatives in reading and writing are beginning to improve achievement. These are not yet embedded sufficiently to raise standards consistently across all year groups. Pupils enjoy school, behave well and are keen to learn. They, and their parents, value the happy, secure and caring learning environment - 'the staff care deeply for the children', commented one parent.

Pupils enjoy the broad range of extra-curricular activities, especially the clubs, visitors and visits. A theme-based curriculum in Key Stage 1 encourages pupils' enthusiasm for learning and provides good opportunities to extend their basic skills, for example, in writing. The school is planning to extend this approach to provide a more cohesive curriculum in other year groups. Pupils benefit from good pastoral care, supported by the school's effective links with other agencies, to ensure that pupils' personal needs are met. Pupils feel safe and are confident that they could approach any member of staff if they had a concern, knowing that they would be listened to and appropriate action taken. Systems to manage the occasional unacceptable behaviour of a very small number of pupils are effective and minimise any disruption to pupils' learning.

Children join the Early Years Foundation Stage with skills and abilities that are similar to those expected nationally for their age, although with some yearly variation. They benefit from good provision that has improved significantly since the last inspection. Progress throughout the school is satisfactory overall. Pupils attain broadly average standards at the end of Years 2 and 6. They make good progress in classes where the teaching is good. However, assessments show that their progress has been inconsistent because the quality of teaching has been affected by significant staff absence and change.

Teaching is satisfactory overall and improving, with increasing examples of good practice across the school. Staff keep detailed assessments of individual and groups of pupils. They use these tracking procedures to support any pupils who are not on target to achieve nationally expected attainment levels, particularly pupils with special educational needs and/or disabilities. This support is of good quality and many pupils make good progress. Some teachers do not use assessment information consistently to provide learning activities that match the full range of abilities, particularly for more able pupils. This means that they do not always achieve as well as they could. Some teachers help pupils know how well they are achieving and what they need to do to improve their work, for example through assessment grids or partner assessment. This is not

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consistent practice across the school so pupils are not always confident about what they have to improve, particularly in their writing.

The headteacher continues to provide purposeful leadership focused on raising standards. A restructured, more cohesive management team is introducing initiatives that are beginning to improve the quality of education and pupils' achievement, for example in writing. Such new practices are not yet sufficiently embedded in practice to drive improvement rigorously. The school promotes community cohesion satisfactorily, although pupils' understanding of life in different communities within the United Kingdom and in the wider world is less secure. The staff team work closely with a supportive governing body to check how well the school is doing and target areas for improvement. Key subject staff and governors are becoming increasingly vigilant in evaluating progress on development priorities, although this is not always sufficiently rigorous to ensure sustained improvement.

What does the school need to do to improve further?

- Raise the quality of teaching to a consistently good or better level by ensuring all teachers match activities to pupils' different learning needs, especially those of the more able.
 - Extend good practice to help all pupils know how well they are achieving and what to do next to improve their work, particularly in writing.
 - Improve pupils' knowledge and understanding of living in increasingly diverse communities in the United Kingdom and the wider world.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils achieved satisfactorily overall in the lessons observed. Some achieved well where the teaching was good and they were enthused to try to achieve their learning objective. For example, Year 4 pupils were inspired by the teacher's use of a short video clip. The effective questioning by the teacher improved their observational skills and helped them to write interesting descriptions of an imaginary world. Pupils' achievement in lessons was not as good where the work was not suited to their learning needs.

The school uses teachers' assessments to track pupils' progress and identify weaknesses that are then targeted for improvement. This increased focus, for example, on writing is beginning to raise standards, especially for pupils of average ability. More pupils are attaining average levels, as reflected in the most recent national test results for Year 6. There is no significant difference in the attainment of boys and girls. However, too few pupils are attaining above-average levels in Year 2 and Year 6, particularly in writing. The very effective team approach between teachers and teaching assistants is particularly effective in supporting pupils with special educational needs and/or

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disabilities. They make good progress towards their learning targets.

Pupils enjoy their learning and this is reflected in their good attendance. They are attentive in lessons and their behaviour is good. Pupils say that they feel safe in school. Pupils keep fit by participating in a good range of sports and have a satisfactory understanding of healthy eating. The school council contributes to improving the school, for example by being involved in the appointment of new teachers. Pupils contribute well to the local community, for example, through such events as Long Sutton in Bloom. Their understanding of the world of work is enhanced by their involvement in fund-raising events for charities. Pupils' moral and social development is good and reflects the school's values well. Their spiritual and cultural development is satisfactory. Pupils' knowledge and understanding of wider, multi-cultural aspects are targeted for further development through a World Cultural Festival planned for later in the year.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers manage their classes well to ensure that pupils stay focused on their learning. They plan lessons with clear learning objectives, although these do not consistently build

¹ 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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on prior learning. Some teachers use innovative approaches to capture pupils' attention, for example, melting chocolate to develop pupils' knowledge of different rock types. In some classes, teachers use questions successfully to encourage pupils to contribute their ideas, although few use more challenging questions to help more able pupils apply their skills and knowledge. Teachers mark pupils' work diligently, although do not always show clearly what needs to be done to raise the standard. As a result, some pupils do not have a clear understanding of their level of attainment, for example in English, or how they can make it better.

The curriculum is being developed to build on the good practice in Key Stage 1 and include a wider range of topics, linking various subjects, to meet the different learning needs of pupils in Key Stage 2. Opportunities for them to extend their key skills, for example in writing, are improving but are not embedded fully.

The good care and support are key factors in helping pupils enjoy school and encouraging them to try hard. The very effective links with a broad range of outside agencies ensure that the school provides good support to pupils, especially those with particular social, emotional and educational needs. Pupils new to the school are given help through the 'buddy system' and this enables them to settle quickly.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and assistant head work well together to check how the school is doing and plan for its further development. They have managed a period of staff disruption successfully to ensure that pupils continued to make at least satisfactory progress. Subject leaders and those with key stage responsibilities check carefully on how well pupils are doing and their involvement in school life. They identify key aspects that require development and are beginning to show improvement, for example, in writing. Subject leaders and other middle managers are not yet fully involved, for example, through focused lesson observations, in evaluating carefully how these aspects are improving pupils' learning.

Staff are supported well by knowledgeable governors who are closely involved in strategic planning for the school's development. They are beginning to take a more active role in evaluating different aspects of what the school provides, for example, the quality of teaching, and this is planned for further development. They promote equal opportunities well, especially for pupils with learning difficulties and/or disabilities,

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although these are less effective for more able pupils.

The school has a good partnership with parents, which contributes successfully to their children's learning, for example, through the Family Learning Project. An effective learning network with other local schools helps to support and develop staff and enhances the range of learning opportunities for pupils, particularly in sport. The school promotes cohesion within its own community successfully. It actively promotes cohesion within the local community, for example, by engaging with organisations within the town, although it does not evaluate its effectiveness carefully. There are too few opportunities for pupils to gain an understanding of life in a different kind of community.

All safeguarding procedures are carried out effectively to provide a secure and safe learning environment. The headteacher and governors place high priority on ensuring that procedures are rigorously pursued. Training of all staff, particularly on child protection issues, ensure that they are constantly vigilant and provide good support. This promotes pupils' personal development well, especially the most vulnerable.

These are the grades for leadership and management

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

Early Years Foundation Stage

A strong team approach ensures that children settle quickly and happily and are supported well. Parents are encouraged to become involved in their children's learning, for example, through the Family Learning Project. Good teaching helps children make good progress in all areas of learning. Most attain nationally expected standards by the time they enter Year 1. Teaching and support staff have a detailed knowledge of individual learning and welfare needs and use it effectively to guide their teaching. They

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provide a stimulating and safe learning environment, an interesting and creative curriculum and good child-teacher relationships. This develops a love of learning and speeds children's progress. A better balance between adult-directed and free choice activities encourages independence and accelerates progress, particularly in children's personal, social and emotional development. Progress is slower in aspects of problem solving, reasoning and numeracy and in writing. Good assessment systems track children's progress closely, although some aspects of assessing early phonic skills are not developed fully. Portfolios are used effectively to build up evidence to reflect each individual's achievements. Strong leadership and management provide a clear view on how well they are doing and a purposeful direction for further improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Most parents who responded to the questionnaire were positive about the school. Many value its friendly and caring approach, which helps their children to feel safe and enjoy school. Most parents are pleased with the quality of teaching and the progress being made by their children. Some parents were concerned about the behaviour of a small number of pupils, but most felt that the school had effective procedures for dealing with this. Inspectors confirmed the view of most parents that staff tackled the occasional incidents of unacceptable behaviour successfully.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Long Sutton 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 363 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	58	31	39	3	4	0	0
The school keeps my child safe	42	53	34	43	2	3	0	0
The school informs me about my child's progress	18	23	56	70	4	5	1	1
My child is making enough progress at this school	24	30	42	53	11	14	1	1
The teaching is good at this school	28	35	45	56	5	6	1	1
The school helps me to support my child's learning	28	35	41	52	8	10	1	1
The school helps my child to have a healthy lifestyle	28	35	52	65	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)	14	18	53	66	4	5	0	0
The school meets my child's particular needs	24	30	44	55	11	14	0	0
The school deals effectively with unacceptable behaviour	16	20	45	56	12	15	3	4
The school takes account of my suggestions and concerns	19	24	49	61	3	4	2	3
The school is led and managed effectively	24	30	47	59	3	4	1	1
Overall, I am happy with my child's experience at this school	31	39	44	55	5	6	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



November 16th 2009

Dear Children

Inspection of Long Sutton Primary School, Spalding, Lincolnshire PE12 9EP

Thank you for making us feel so welcome when we visited your school recently. We really enjoyed meeting you. After spending two days in your school, talking with you about what you do in school, looking at your work, watching you learn and talking to your teachers, we have judged that your school is satisfactory.

We were pleased to see how well you get on together and you are proud of your school. Your behaviour is good and this means that teachers can get on with the job of helping you learn. It was interesting to talk to school councillors about how they contribute to your school community and the links with your local community. We have asked Mrs Grief and the staff to help you get a better understanding of what life is like for people living in different communities in this country and in the wider world. You told us that you enjoy your work, especially the interesting visits. We think that some of you learn well and Mrs. Grief and your teachers are working hard to try to help you to learn as well as possible. Many of you enjoy the good teaching in some of your lessons. We have asked Mrs Grief and your teachers to help you learn even better by making more of your lessons interesting and challenging, especially for those of you who are good at learning.

You are keen to try to achieve better. For some of you, teachers use different ways, such as attainment grids and checking each other's work, to suggest ways to improve your work. We have asked Mrs Grief and the staff to provide you with clearer, more consistent ways of helping you to know how well you are doing and what you need to do to improve your work. We would encourage you to use these ways and try hard to make your work even better.

Thank you again for helping us to find out about your school and we hope that you will continue to be happy and to work hard.

Best wishes

Colin Henderson

Lead Inspector

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