

Sutton Bridge Westmere Community Primary School

Inspection report

Unique Reference Number	120502
Local Authority	Lincolnshire
Inspection number	339712
Inspection dates	11–12 January 2010
Reporting inspector	Krishan Sharma

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 of pupils on the school roll	185
Appropriate authority	The governing body
Chair	Eric Saxton
Headteacher	Yolanda Smith
Date of previous school inspection	8 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at some of the school's policies and procedures, pupils' written work and tracking data used to monitor pupils' progress. Forty six completed parents' questionnaires submitted on time were considered as well those completed by Key Stage 2 pupils and staff.

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

- variation in the attainment and progress between Key Stages 1 and 2
- the quality of the school's monitoring of teaching and learning
- the leadership and management at all levels to assess the accuracy of the school's self-evaluation.

Information about the school

Sutton Bridge Westmere is smaller than the average primary school. Most of its pupils are of White British heritage. A small number are from minority ethnic backgrounds and for only nine of them English is an additional language. At 28%, the proportion of pupils with special educational needs and/or disabilities is above the national average. The proportion of those entitled to free school meals is slightly above average. Provision for the Early Years Foundation Stage comprises a Reception class. There is a breakfast club, which is attended by a small group of pupils. The arrangements for a playgroup, held in a cabin in the school's playgrounds, are made privately and are inspected separately.

The headteacher joined the school in September 2008. Recently, the school has experienced significant changes in staffing, particularly at the senior level, which has delayed the development of a senior leadership team.

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

Sutton Bridge Westmere Primary provides satisfactory education for its pupils. The new headteacher is clearly focused on improving the school on all fronts. The school has the priorities that matter most. The mostly new middle leadership team is keen to play its part and the governors have the necessary skills to provide a critical friendship to ensure that improvements are secured. The school's self-evaluation is broadly accurate, although some aspects need further refinement. Monitoring through lesson observations and the scrutiny of pupils' written work is insufficiently rigorous in assessing the impact of teaching on pupils' learning. The analysis of data is robust and enables the school to monitor precisely pupils' progress and establish challenging targets for itself. Even so, data and other sources of evidence are not always linked together when reaching a rounded judgement of pupils' achievement. The school has satisfactorily addressed the issues for improvement raised in the previous inspection. All in all, the breadth of the school's recent successes reveals satisfactory capacity to improve. Most parents who responded to the questionnaire are happy with what the school does for their children.

Pupils' achievement is satisfactory. From their lower than expected starting points on entry to Reception, pupils make satisfactory progress. In 2009, Year 6 pupils reached standards which were close to the national average. The targets set for the current Year 6 indicate that pupils are on course to achieve similar results. The recent decline in attainment at the end of Year 2 reflects the starting points of the cohorts involved and the impact of staff changes which occurred recently. The school has rightly recognised the need to accelerate the progress of these groups of pupils and its actions show early gains. Pupils' writing skills are insufficiently secure across the school.

Teaching is mainly satisfactory, with some good teaching spread across the school. At its best, teaching provides a good challenge for all pupils and enables them to succeed and to enjoy their learning. Occasionally, teaching is insufficiently pitched at levels to benefit all pupils. Generally, teaching does not prepare pupils enough to work independently and thus share responsibility for their own learning. Marking is inconsistent across the school. At its best, it clearly informs pupils about what they have done well and what they need to do to improve. The curriculum is currently being refined to make learning more enjoyable. Many of the enrichment activities, including the numerous extra-curricular activities and the teaching of Spanish contribute considerably to pupils' learning.

During discussions with inspectors pupils said that behaviour had improved since the arrival of the new headteacher. They say they feel safe at school, a view that is also shared by their parents.

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What does the school need to do to improve further?

- Raise the quality of teaching and learning across the school to good by:
 - planning activities that capture pupils' interest and provide challenge for all groups
 - preparing pupils to take greater responsibility for their own learning
 - identifying and disseminating aspects of good teaching that already exist.
- Improve pupils' achievement in writing by:
 - giving more frequent opportunities for pupils to write for a purpose
 - showing pupils precisely, through marking, how they could improve their writing
 - undertaking regular scrutiny of pupils' written work across the curriculum to assess their progress in writing.
- Improve monitoring and evaluation by:
 - skilling up all leaders in the key skills of monitoring
 - showing clearly the impact of teaching on learning in all monitoring activities
 - linking assessment data to all other sources of evidence to when making a comprehensive judgement of pupils' attainment, progress and achievement.
- 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**

Most pupils made satisfactory progress in the lessons observed and in the current work seen during the inspection. However, a small number of pupils for whom English is an additional language make good progress from their starting points. Pupils with special educational needs and/or disabilities are making progress similar to that of their peers. The 2009 national results indicate that Year 6 pupils' attainment was broadly average in all three core subjects, although it was less strong in science. The data presented by the school clearly shows that a greater proportion of pupils are now reaching their age-related expectations in all year groups, although it is recognised that the school needs to accelerate progress in Key Stage 1. Pupils' competence in writing is not as secure as in reading. The scrutiny of recorded work reveals that occasionally the purposes for which pupils are expected to write are not meaningful enough.

Pupils say that they feel safe at school and are confident their concerns would be attended to by adults. Behaviour is satisfactory overall, both in lessons and in and around the school. A considerable number of pupils expressed some concern with behaviour in their completed questionnaires. However, during discussions with inspectors, pupils confirmed that behaviour was not a pressing concern, as it related to a small minority, and it was managed well by staff. Pupils have a good understanding

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that they need to eat healthily. They are equally aware of the need to take physical exercise and they participate enthusiastically in many of the activities offered during and after school hours.

Due to the school's concerted efforts, attendance is improving and is now average. Pupils confidently apply their literacy, numeracy and information and communication technology (ICT) skills in most areas of their work. They work responsibly with their peers and demonstrate good social skills. These experiences prepare them satisfactorily for the next stage of their schooling. Pupils have a strong sense of right and wrong. They are very willing to reflect on their own and others' actions. Their understanding of cultures other than their own is becoming more secure as a result of the school's conscious actions. This was evident in a lesson on Sikhism where pupils showed good knowledge of the subject and sensitivity. Pupils have a strong awareness of the need to help others in the community and do so by willingly taking part in local events and national charities.

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	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

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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In lessons, most pupils are interested in their work. In all lessons teachers manage behaviour skilfully and deploy teaching assistants productively to support pupils with special needs. In the more effective lessons, teachers successfully enthuse pupils to give their best. In these lessons, teachers use precise questioning and benchmarks for the successful completion of the task. In the generally satisfactory lessons, the planning takes insufficient account of the needs of all pupils, particularly the more able, and presents pupils with uninteresting tasks. Across the school, teachers' skills in promoting pupils' independence in their learning varies. In some lessons, teachers' introductions are far too long and restrict the time available for pupils to work on their own.

Occasionally, the tasks given are heavily structured and do not encourage pupils to use their initiative in tackling them. At its best, teachers' oral feedback and marking clearly evaluate pupils' progress and show how their work could be improved. Teachers do not always follow up the impact of their comments on pupils' subsequent work.

The curriculum provides an adequate range of activities that match the needs of most pupils. Links between subjects, including ICT, are strengthening. The use of literacy skills across the curriculum is growing, but, so far, its impact on the quality of pupils' writing has been limited. The recently introduced 'creative curriculum', which aimed to increase pupils enjoyment in their learning, is yet to have a significant impact on raising their attainment. However, in lessons where subjects are meaningfully linked, it is adding to pupils' engagement with their work.

The school offers a warm and caring environment for its pupils. New arrivals are particularly made to feel welcome. Parents feel happy that the school ensures their children's safety and that it meets their children's particular needs. The induction and transition arrangements are clear and effective. Pupils who need academic and personal support are quickly identified as a result of the school's efficient tracking and they are effectively supported through the skilful deployment of additional staff. Those attending the breakfast club are well catered for.

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?

Under the ambitious leadership of the new headteacher, the school has found a clear way forward. The current priorities are strongly focused on securing improvement in pupils' academic skills as well as their personal development and in the quality of teaching. As a result, the school is beginning to show steady gains. The collection and

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analysis of assessment data feature strongly in the school's monitoring of pupils' progress and at the progress meetings which are at the heart of the school's push for improvement. This also contributes to the setting of challenging targets for individual pupils and year groups. In general, the school's self-evaluation gives it a reasonably good view of its strengths and weaknesses. However, some aspects of monitoring, such as scrutiny of pupils' written work and lesson observations, although undertaken, are insufficiently routine and robust in evaluating the impact of teaching on pupils' learning. The headteacher recognises that monitoring in the school needs to be sharper and that for other leaders to play a greater part in the process they need to be skilled up.

Safeguarding procedures are good and meet legal requirements. The school has invested in training of good quality and it works very effectively with key agencies to safeguard pupils' interests. Governance has improved since the last inspection and is now good. Governors know their school through their close contacts and hold it to account for its actions.

The school enjoys positive relationships with its parents and carers, most of whom are satisfied with the way they are kept informed about their children's progress. Partnerships with a range of providers are generally helping the school to improve pupils' learning, particularly those with English as an additional language. Although the school is committed to promoting equal opportunities for all, its curriculum does not always meet the needs of the more able. The school has consciously followed up the findings of its thorough audit of its provision to promote community cohesion. It reaches out to its own community well and has increased considerably pupils' awareness of diversity in the wider community. The need to strengthen the reach to communities further afield is fully acknowledged.

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	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children enter Reception with skills which are generally lower than those expected for this age. Most children make satisfactory gains across all areas of learning. By the time they enter Year 1, they reach standards that are below the average. Staff are conscious of improving children's speaking skills and use every opportunity to develop them. The teaching of phonics is sound. As a result, some children are beginning to build words. The outdoor provision has improved since the last inspection and children now have regular access to the facilities outside. Activities are well planned, cover all areas of learning and generally meet children's needs. Assessment is sound and is beginning to inform planning for the next steps in each child's learning. Relationships are good and children are happy to approach adults. Links with parents are valued and regularly used to exchange mutually useful information. The new leader of Early Years Foundation Stage is successfully building a team to improve the provision further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents who responded to the questionnaire are very positive about the school. They feel that their children enjoy being at school and are kept safe. They also acknowledge that the school helps their children understand the value of healthy living and that they are kept informed about their children's progress at school. There were individual concerns across almost all questions asked of all parents. Most concerns related to pupils' behaviour, their children's progress, the quality of teaching at the school and the extent to which the school takes into account their suggestions and concerns. In all these aspects, their views were heavily counterbalanced by the positive responses from a very large majority. Inspectors looked at these concerns closely and concluded that the views of most parents and carers largely reflect the inspection findings. However, the school would benefit from knowing that a small number of parents have concerns that it needs to consider in its dealings with parents in general.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sutton Bridge Westmere Community 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 inspector received 46 completed questionnaires by the end of the on-site inspection. In total, there are 185 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	52	19	41	1	2	1	2
The school keeps my child safe	20	43	26	57	0	0	0	0
The school informs me about my child's progress	21	46	21	46	4	9	0	0
My child is making enough progress at this school	16	35	24	52	3	7	2	4
The teaching is good at this school	18	39	23	50	4	9	1	2
The school helps me to support my child's learning	19	41	23	50	3	7	1	2
The school helps my child to have a healthy lifestyle	11	24	34	74	1	2	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)	13	28	28	61	1	2	1	2
The school meets my child's particular needs	14	30	28	61	1	2	1	2
The school deals effectively with unacceptable behaviour	14	30	27	59	4	9	1	2
The school takes account of my suggestions and concerns	10	22	30	65	4	9	1	2
The school is led and managed effectively	14	30	27	59	4	9	1	2
Overall, I am happy with my child's experience at this school	15	33	27	59	3	7	1	2

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.



13 January 2010

Dear Pupils

Inspection of Sutton Bridge Westmere Community Primary School, Spalding, PE12 9TB

Thank you very much for all the help you gave the inspection team when we came to inspect your school. We enjoyed talking to you and seeing you at work and at play. We think your school provides you with a satisfactory education and looks after you well. This means that your school is doing a lot of things right but it needs to improve in some. Most of your parents think that the school is doing a decent job.

Here are some of the positive things that we found out about your school:

You say you feel safe and enjoy being at school.

You know how to keep healthy.

You care about your community and are willing to do things to help those who need it most.

You are keen to learn about other cultures and we were impressed with how much you picked up in your lessons.

Your headteacher, staff and governors are determined to make the school better than it is now.

To improve your school further, we have asked the people in charge to work on three major things:

Make sure that all of your lessons are interesting and the best they can be.

Make sure that you are given more opportunities to practise and improve your writing skills.

Make sure that staff find ways of checking more carefully how you are learning in lessons.

We hope you continue to enjoy school and wish you well for the future.

Yours sincerely

Krishan Sharma

Lead inspector (on behalf of the team)

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