

Kings Sutton Primary School

Inspection report

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| Unique Reference Number | 121841 |
| Local Authority | Northamptonshire |
| Inspection number | 340023 |
| Inspection dates | 13–14 July 2010 |
| Reporting inspector | Stephen Walker |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 182 |
| Appropriate authority | The governing body |
| Chair | John Carter |
| Headteacher | Nick Peters |
| Date of previous school inspection | 7 December 2006 |
| School address | Richmond Street Kings Sutton Banbury |
| Telephone number | 01295 811289 |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 28 lessons and observed seven teachers. They also held meetings with the headteacher, the Chair of the Governing Body, staff and groups of pupils. Inspectors observed the school's work and looked at a range of evidence, including the school improvement document, the tracking system to monitor the pupils' progress, safeguarding documentation, the work pupils were doing in their books and the questionnaires completed by staff, a sample of pupils and 56 parents.

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

- the rate of progress of all groups of pupils in the school
- the effectiveness of teaching in engaging the pupils so that they make good progress
- the effectiveness of the Early Years Foundation Stage in promoting the development of the younger children
- the effectiveness of the leadership and management in driving improvements in the school.

Information about the school

The school is smaller than other primary schools. It is situated in Kings Sutton village near Banbury and takes pupils from the local community and the surrounding rural area. The vast majority of pupils are from White British backgrounds although there is a very small number from minority ethnic groups. The proportion of pupils with a range of special educational needs and/or disabilities is above average. The percentage of pupils known to be eligible for free school meals is well below average.

Provision for the Early Years Foundation Stage is organised through the Reception class. The privately run Kings Sutton Playgroup is located on the school site but was not part of this inspection. The headteacher was appointed in September 2008. The school has received National Healthy School Status and the Active Mark award.

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

This is a good school. The new headteacher provides focused leadership so that all the staff are supporting the good quality of education for the pupils. He has provided strong leadership during a challenging period for the school and has put in place procedures which have clearly reversed a previous decline in academic standards. The caring and pupil-centred atmosphere of this small school provides a high-quality environment for learning. One parent wrote: 'I am really pleased with the school. I appreciate the friendly atmosphere and the commitment of the teachers. Our children really enjoy coming to school.'

Achievement is good. Pupils make good progress from their broadly average starting points and standards are above average by the time they leave the school. The majority of pupils in Year 6 are firmly on course to gain above average standards in the external tests in English and mathematics. Good teaching, the additional support for underachieving pupils and the emphasis on key skills are all contributing to the good progress of the pupils. The present challenge for the school is to build on the improvements in pupils' progress and ensure that pupils continue to attain above average standards in English and mathematics. The new systems of tracking pupils' progress and providing additional support for underachieving pupils are supporting the significant improvements in achievement, although they are not yet fully embedded across the school. Standards in writing have improved considerably, but the school acknowledges that there are still insufficient opportunities for extended and creative writing. The school is aware that it is not precise enough in identifying and supporting pupils who have gaps in their numeracy skills.

The good quality of care, guidance and support greatly promotes pupils' good personal development. They enjoy their time at school and develop into friendly and confident individuals. The behaviour of the majority of pupils is good and this contributes to a positive ethos for learning. Pupils are respectful towards each other so that every pupil feels valued in the family atmosphere of this small school. Pupils feel very safe and have a good understanding of issues relating to safety.

Teaching is good as pupils are actively involved and engaged in lessons so that they make good progress. The more creative curriculum is leading to greater motivation in lessons and subsequently supporting the good progress of the pupils. The staff are very proactive in developing pupils' understanding of multi-cultural diversity. The school is not taking full advantage of the outside area to support the learning and personal development of the pupils. The outdoor facilities for Early Years Foundation Stage are limited and do not provide a sufficient range of resources to support the learning of the children.

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The school runs smoothly because the headteacher is effective in supporting teachers and support staff to work as a strong team. New systems for tracking pupils' progress are driving improvements in the school. Self-evaluation is accurate and the headteacher, staff and governing body are well aware of the strengths and areas for development. Development planning is good and there are clear actions for improvement. Subject coordinators are developing their roles so that they are increasingly more effective in fulfilling their planning, support and monitoring responsibilities.

The school has good partnerships with community groups, external services and local schools. There are positive relationships with parents and carers. Parents are given regular information about school events and the progress of their children. The effective leadership of the school, the more rigorous systems for tracking pupils' progress and the significant improvements in pupils' achievement indicate that this school has a good capacity to improve further.

What does the school need to do to improve further?

- Ensure that the pupils' attainment in English and mathematics continues to exceed national averages by:
 - embedding the new systems of tracking pupils' progress and providing additional support for identified underachieving pupils
 - providing more opportunities for extended and creative writing across the school
 - identifying and supporting pupils who have gaps in their numeracy skills.
- Develop the use of the outside areas to support the learning and personal development of the pupils by:
 - upgrading the quality of the outside area in Early Years Foundation Stage so that there is a greater range of resources to support the learning of the children
 - developing the grounds as a learning environment for the pupils.

Outcomes for individuals and groups of pupils

2

Pupils' current work shows that the very large majority are making good progress and achieving well. Pupils are attentive and display an enthusiasm to do well. Most enjoy learning and make good progress in their lessons. For example, Year 6 were fully engaged in a mathematics lesson and made good progress when they were developing games for younger pupils on the computer to support learning in subtraction. By the time pupils leave the school, attainment is above average in English, mathematics and science. The school has been particularly successful in increasing the number of pupils who gain the higher levels by the end of Year 6. Most pupils in Key Stage 2 are presently on target to make at least two levels of progress. Pupils with special educational needs and/or disabilities and those entitled to free school meals make good progress in line with others. The small numbers of pupils from minority ethnic backgrounds also make good progress.

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Pupils are proud to be part of the school and develop good personal characteristics. Attendance is above average and reflects pupils' enjoyment of school. The majority of pupils have a good understanding of how to adopt healthy lifestyles, and demonstrate this through eating healthily and readily taking part in outdoor and sporting activities. Pupils raise money for a range of charities and make a good contribution to the local community by inviting the elderly to school events such as the Happy Harvest Tea. The school council is active in supporting improvements in the school, for example, designing the playground markings. Pupils enjoy the opportunities to take responsibility such as looking after the younger pupils and participating in the curriculum debate for their school. The spiritual, moral, social and cultural development of the pupils is good. They are reflective and show a respect for other people's feelings and values. Pupils' basic skills and ability to work with others are developing well. As a result, they are well prepared for their secondary education.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 2 |
| 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 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| 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 | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The warm relationships between teachers and pupils ensure that there is a positive

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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learning environment in the classroom. Classrooms are attractive learning areas with good examples of pupils' work on display. Pupils are well-informed about their targets and marking is supportive in providing the next steps in their learning. Pupils with special educational needs and/or disabilities are well supported by teaching assistants both in whole-class and smaller teaching groups. In the best lessons, teachers plan a range of interesting activities and have high expectations of the pupils. As a result, pupils display enthusiasm and sustain high levels of concentration. A number of teachers are particularly good at accelerating learning through skilful questioning and continually checking the pupils' understanding. However, in a small number of lessons, pupils lose concentration when teachers' expectations of work are too low or the tasks are insufficiently challenging.

The school places a high emphasis on the development of literacy and numeracy, which supports pupils' good progress. The new mathematics scheme is supporting higher standards and providing more challenge for all pupils including the gifted and talented. The new topic approach in each year effectively shows the pupils the links between the different subjects and brings learning to life. All pupils have lessons in information and communication technology at least once a week which develops their computer skills. Physical education is supported well by the School Sports Partnership and all children have the opportunity to learn to swim. A detailed programme of personal, health and social education greatly supports the good quality of personal development. The numerous day visits and residentials including those to Brancaster in Norfolk, Hook Norton In Oxfordshire and a Gurdwara in Northampton provide good enrichment for the curriculum. There is a good range of clubs and extra-curricular activities, which greatly enhance the pupils' enjoyment and experience of school.

The pastoral care for the pupils is good because there are effective systems of individual support for all pupils, including those who are vulnerable or have difficulties with learning. Pupils confirm that there are always members of staff to talk to if they have a problem. There are rigorous procedures for monitoring pupils' attendance and following up absences. The school is very successful in supporting pupils who have special educational needs and/or disabilities. Good working relationships between the school and external agencies benefit pupils, ensuring their social and learning needs are met through effective programmes. Good arrangements are in place to support a smooth transition to the local secondary schools.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The headteacher provides clear and supportive leadership which is driving improvements in the school. The key strategic priorities have been shared with staff so that there is a clear agenda for raising standards, particularly in the core subjects. The newly formed senior leadership team are modelling good practice in the classroom and this is providing a strong impetus for improvement across the school. Rigorous systems of monitoring teaching and tracking pupils' progress are raising the standards achieved so that there are few pupils who underachieve in their work.

The school improvement document is a comprehensive working plan with targets and criteria for success which are particularly focused on improving pupils' attainment and progress. Members of the governing body are well informed of the school's progress and areas for development. They are supportive of the school and are effective in their evaluating and monitoring roles. Robust procedures for safeguarding meet statutory requirements and underpin the school's very caring approach. The school has a strong commitment to tackling discrimination and providing equal opportunities. Staff ensure that the school is fully inclusive in integrating pupils from different ethnic and social backgrounds.

The school has good partnerships with the local cluster of primary and secondary schools, the Chenderit School Sports Partnership and the local churches. The school makes a good contribution to community cohesion. There are effective plans to promote engagement with a range of community groups beyond the school and within the local community. The curriculum involves active links with the Polish and Asian community in Banbury.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| 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 | 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 | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |

| | |
|---|----------|
| <p>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</p> | |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children make a good start to their education because of the well-planned provision and consistently good teaching. The teacher and support assistant provide a secure and exciting environment where children learn quickly and happily. Children make good progress and most enter Year 1 with skills and knowledge which are at least in line with the expected levels, and many are above. Structured activities are having a significant impact on their personal development as well as encouraging number and language skills. There is an increasing emphasis on supporting the children's letter formation and quality of written work. The children develop good social skills, behave well and help each other. They are developing independence and learning to share and cooperate with each other.

Staff keep detailed records of children's skills and use this information to match the activities well to the full range of learning needs. The school is developing the use of learning journals so that the children can share their learning with their parents and carers. The calm and purposeful atmosphere is created by the good organisation of the teacher. The teacher's good knowledge of early years' learning and development enables the needs of each child to be met. The facilities in the indoor area provide a wide range activities and experiences for the children. The outdoor area is well used but the facilities are limited and do not provide a sufficient range of resources to support the learning of the children. There are positive links with the Kings Sutton Playgroup which the majority of children attend before joining the Reception class. There are good procedures in place to ensure a smooth transition to Year 1. There is regular liaison with parents and carers, who speak very highly of the care and support the school provides for their children.

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

The majority of parents and carers who returned the questionnaire were positive about the work of the school and its impact on their children's learning. Parents and carers emphasised some of the advantages of the small school and the caring approach of staff

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towards their children. A small minority of respondents suggested the school does not communicate well with parents and carers. The inspectors found very little evidence to support this view and judge that the school provides good information about school events and pupils' progress. A small number of parents and carers also suggested that the school does not meet their children's particular learning needs. The inspectors found good provision for pupils with special educational needs and/or disabilities. A small minority of views were slightly critical of the leadership and management of the school but the inspectors judged that the new leadership was good and clearly focused on driving the improvements in the school. The inspection revealed little to endorse the few other criticisms made in the questionnaire returns. Overall, the supportive views of the majority of parents and carers reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kings 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 35 | 63 | 20 | 36 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 37 | 66 | 19 | 34 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 24 | 43 | 26 | 46 | 6 | 11 | 0 | 0 |
| My child is making enough progress at this school | 20 | 36 | 28 | 50 | 6 | 11 | 2 | 4 |
| The teaching is good at this school | 23 | 41 | 30 | 54 | 2 | 4 | 1 | 2 |
| The school helps me to support my child's learning | 24 | 43 | 25 | 45 | 7 | 13 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 21 | 38 | 32 | 57 | 3 | 5 | 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 | 52 | 24 | 43 | 3 | 5 | 0 | 0 |
| The school meets my child's particular needs | 19 | 34 | 30 | 54 | 7 | 13 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 23 | 41 | 27 | 48 | 6 | 11 | 0 | 0 |
| The school takes account of my suggestions and concerns | 20 | 36 | 30 | 54 | 6 | 11 | 0 | 0 |
| The school is led and managed effectively | 18 | 32 | 31 | 55 | 6 | 11 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 25 | 45 | 27 | 48 | 4 | 7 | 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



15 July 2010

Dear Pupils

Inspection of Kings Sutton Primary School, Banbury, OX17 3RT

Thank you for making us so welcome in your school and for talking with us during the inspection. We really enjoyed watching your lessons and looking at your work. It was good to see you getting on so well together during playtime. Your school is a good one and your parents are very pleased with the good start you make in your education. There are many positive things about your school.

You enjoy school and make good progress in your lessons.

You are friendly, confident and well behaved.

You show kindness and consideration to others.

You have a good understanding of issues related to safety and healthy lifestyles.

You are developing a good understanding of other cultures and religions.

The teachers and the support staff care greatly for you as individuals.

Your teachers work very hard to make your lessons interesting and exciting.

You have a good headteacher.

We have asked the headteacher, staff and the governing body to do the following things to make the school even better:

- help you to achieve even higher standards in English and mathematics
- develop the use of the outside areas to support your learning and personal development.

We would like to wish you success in your future education. Keep working hard so

- that you make the very best progress in your lessons.

Yours sincerely

Stephen Walker

Lead inspector

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