

# Sutton Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	133277
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	344381
<b>Inspection dates</b>	17–18 March 2010
<b>Reporting inspector</b>	Paul Brooker HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	363
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Whetstone
<b>Headteacher</b>	Nicola Davies
<b>Date of previous school inspection</b>	21 October 2008
<b>School address</b>	Moor Lane Mansfield Nottinghamshire
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<b>Email address</b>	office8@suttonroad.notts.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors spent approximately half of the time available observing lessons, either as one of 22 formal observations or on learning walks. All 14 of the teachers in school during the inspection were seen teaching. Inspectors held meetings with nominated staff, groups of pupils, governors and representatives from the local authority. They scrutinised documentation relating to the safeguarding of pupils, the progress pupils are making in their learning, the school's most recent results and tracking data and the school's self-evaluation and its development plans.

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

- the school's progress in improving provision and raising standards since the last inspection
- the quality of the pupils' learning and their current progress
- the school's capacity, at all levels, to sustain its improvement.

## Information about the school

The school is larger than average and draws its pupils from an area that experiences significant socio-economic disadvantage. The proportion of children eligible for free school meals is broadly average. Most pupils are from White British backgrounds and the proportion of children from minority ethnic heritage is lower than the national figure. The proportion of children with special educational needs and/or disabilities has risen since the last inspection and is above average. The school has a Nursery, which is part of the Early Years Foundation Stage. Childcare is also provided as before- and after-school clubs, but this is not managed by the governors.

When the school was last inspected in October 2008 it was judged to require special measures.

**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**

**2**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Since the last inspection, Sutton Road Primary School has strengthened all aspects of its provision and significantly improved all the outcomes for pupils. Its overall effectiveness is satisfactory but it has a number of notable strengths on which it can build. Most aspects of its provision, including the Early Years Foundation Stage, are good and all are improving. Improvements in teaching and the curriculum have accelerated pupil progress and addressed key areas of underachievement. Results in both the most recent Key Stage 2 national tests and the assessments for seven-year-olds, showed marked improvement. The attainment gap in mathematics, English and science has been closed so that by the time that pupils leave the school the standard of their work is broadly in line with that found nationally. The school has made impressive improvements in pupils' reading, but raising standards in writing remains the most significant challenge.

The curriculum is well matched to the pupils' needs. Weaknesses in teaching have been eradicated and much of the teaching is good. However, the school recognises that pupils' progress will only accelerate when the quality of teaching is more consistently good or outstanding. The school has developed rigorous procedures for assessing the pupils' work in order to systematically track their progress and to guide any necessary interventions. This information is used very effectively, particularly for supporting pupils with particular learning needs in order to accelerate their progress.

The pupils' positive attitudes are reflected in their good behaviour, their enjoyment and their willingness to take responsibility for their own learning and for the well-being of others. Their social, moral, spiritual and cultural development is good and they make a good contribution to the school community. However, despite the school's best efforts, attendance remains below average.

The school's transformation has been achieved by the determined leadership of the headteacher and her new senior leadership team, combined with the considerable work and commitment of the governing body and the school staff who have responded positively to the support and guidance provided by the local authority. The school's improved performance is evidence of the success of its leadership in embedding ambition and securing sustained improvement at all levels. The effectiveness of the concerted actions taken to overcome weaknesses in teaching and achievement demonstrates the school's good capacity for sustained improvement.

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

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- Raise attendance to a level that it is broadly in line with the national average by the next inspection by:
  - implementing rigorously the existing procedures for monitoring absence and encouraging good attendance
  - ensuring that external support for promoting good attendance is both timely and effective.
- Raise standards, particularly in English, by embedding the various strategies to improve pupils' writing throughout the school
- Increase the proportion of good and outstanding teaching by accelerating the focus and pace of learning in some lessons.
- 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**

There has been steady and significant improvement in the school's results over the last three years. This represents a secure rising trend both in attainment and in the rates of progress that pupils make. These increases are evident at every level, including the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

When children start in the Early Years Foundation Stage, a large majority have skills that are significantly lower than those expected. By the time that pupils leave the school aged 11 this picture has changed. Standards of attainment have improved to such an extent that, although they are still below the national figures, the difference is no longer significant. Many older pupils read fluently and write accurately, but the standard of some pupils' work, notably in writing, is below the levels that they should achieve. Teacher assessments indicate that pupils are often making accelerated progress which is compensating for past underachievement. The quality of learning observed in lessons was at least satisfactory and often good. Now that work is suitably challenging, pupils make more rapid progress and are able to produce work of a high quality. They particularly enjoy their creative and investigative work, much of which captures their imagination, whether it is researching the Titanic or completing a science experiment. They concentrate well and contribute to discussion enthusiastically. Pupils work together well in pairs or groups and stay on task when the teacher is working with others. Pupils with special educational needs and/or disabilities make particularly good progress. They benefit from a wide range of interventions targeted to their needs.

The pupils' personal development has notable strengths. The school encourages pupils to be reflective, tolerant and considerate, and their positive response demonstrates their strong social, moral and spiritual development. Pupils of all ages behave very well, have positive attitudes to learning and enjoy their lessons. They show genuine concern for the well-being of others and respond enthusiastically when encouraged to make a wider contribution to the school community. Pupils readily take on specific responsibilities. The action group, initiated by the pupils themselves, has introduced a range of peer support,

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such as the 'buddy stop', while others work as 'buddy readers' and are involved with developing the school playground equipment.

Pupils feel safe and are confident that their concerns will be resolved. They understand the main threats to their health and how they can be avoided. Many pupils participate in the wide range of extra-curricular activities after school, including sports clubs, but despite the school's positive encouragement many do not make positive choices when it comes to healthy eating.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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>3</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The school has worked hard since the last inspection to strengthen the quality of teaching and improve its curriculum. Specific initiatives, such as 'The Big Write?' and booster classes, ensure that the curriculum better meets the pupils' different needs. Although there is still variation between the quality of lessons, inadequate teaching has been eliminated and there are many significant strengths, particularly in the good relationships between adults and children, the sharply focused planning and the interesting range of learning activities that engage the pupils' curiosity and involvement.

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<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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Teaching assistants use their good knowledge of individual pupils to provide effective support. The wider curriculum provides varied enrichment opportunities for pupils to develop their skills and interests, including various sports, drama, craft and gardening with notable developments in music and art. Pupils particularly enjoy the good range of out-of-school clubs, which include some unusual activities such as fencing and boccia. Assessment is a notable strength of teaching. Teachers make good use of assessment information to plan challenging work for pupils, and marking gives pupils very clear and detailed guidance on how to improve, particularly through the 'super short targets'. The school rightly prides itself on the high quality of its care and guidance and works as closely as possible with parents and carers to support their children's learning and development. Rates of absence have reduced steadily, but lack of parental support remains a barrier to good attendance for a small minority of pupils. Clearly targeted support for groups of pupils, including potentially vulnerable individuals, has resulted in significant improvements in their personal development by nurturing their confidence, resilience and self-esteem.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	2
<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?**

Senior leaders have galvanised the enthusiasm of staff and successfully embedded ambition at every level. The school has tackled key areas of weakness and has built on areas of strength. Target-setting is suitably challenging and outcomes are improving strongly. Better teaching, learning, pupils' progress and personal development are evidence of the school's strengthened leadership. Equality of opportunity is at the heart of the school's ambitions and the well-being and progress of every pupil is of paramount importance. Procedures for safeguarding pupils meet all current requirements. They are well-established, rigorous and are consistently applied across all areas of the school's work. There is a good awareness of safeguarding issues among the governors and staff at all levels. The school is a strongly cohesive community where every child really matters. It makes a strong contribution to community cohesion, particularly through the promotion of pupils' wider understanding and skills, but evaluation of its work is patchy. Communication with parents is good and is highly valued. The school is taking better account of their views and communicating with them regularly. It is working hard to engage them in their children's learning with more information and new initiatives. Some parents are spending time usefully before the school day hearing their children read in a

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specially designated room in school. The school has developed an effective range of partnership activities that make a strong positive contribution to its own improvement and, increasingly, in sharing its good practice with other schools. The school has harnessed well the good support of the local authority.

Governors have good systems for monitoring the school's performance and consequently know the school well. The governing body balances well the need for support and challenge. School self-evaluation is rigorous and effective and involves the staff at all levels. The quality of teaching is accurately evaluated in order to secure improvements, and the pupils' progress is systematically tracked so that any underachievement can be identified and addressed.

*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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good and this continues to improve as the teamwork becomes embedded. The leadership and management of the Early Years Foundation Stage are a strength and there is some good practice worthy of sharing. Staff understand their strengths and shortcomings and have a realistic, but aspirational, plan for driving change. The governing body is better involved in the monitoring process and now ensures that its statutory responsibilities in respect of the Early Years Foundation Stage are fulfilled. Staff and governors clearly understand their roles and responsibilities.

The good quality of provision and early identification of any particular learning difficulties, alongside good care afforded by an enthusiastic staff team, ensure that most



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children make good progress towards the early learning goals. The learning environment in the Early Years Foundation Stage is stimulating and resources are of good quality. Both the Nursery and Reception classes make full use of the outdoor area for learning and the school successfully overcomes the challenges presented by the school site. Children have ongoing access to the outdoor environment which enhances their development in all areas of learning and they are able to freely choose from a wide variety of challenging activities inside and outside. They are becoming independent and begin to take on more responsibility and work cooperatively together. They show high levels of motivation in what they are doing and feel safe and happy.

Staff know children well and they are responsible for a specific group of children to ensure they make their identified next steps in learning. Regular observations of children and the sustained tracking of their progress ensure that teaching is always planned to meet the range of children's needs and that activities are linked to their interests. Each child's records are of good quality and are presented well. Close working between Nursery and Reception classes enhances children's progress in phonics, providing children with a positive start to their early reading and writing. While staff nurture children's speaking skills at every opportunity, children's development in this area is slower. Improved transitional links between Reception and Year 1 ensure that children's progress is less interrupted by the move. Although children's overall levels of development are still generally below what they should be, their personal development and behaviour are good. From starting points on entry to the Nursery which are typically well below age-related expectations, around half the children are reaching the expected age-related outcomes as they move up to Year 1.

*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**

No parental questionnaires were distributed during the inspection, but the school's own surveys of parental opinions demonstrate an increasingly high level of satisfaction with the school's provision and the outcomes that pupils achieve. Responses from parents and carers to Ofsted's questionnaire Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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.**



19 March 2010

Dear Pupils

Inspection of Sutton Road Primary School, Mansfield NG18 5SF

Thank you for giving us such a friendly welcome during our recent visit. We enjoyed speaking with you and seeing your work, and are delighted to see how much your school has improved since the last inspection almost 18 months ago. At that time there were so many weaknesses that inspectors needed to make regular visits to check on the school's progress. The good news is that the school has made so much improvement that it now no longer requires special measures.

Lots of things have improved in the last couple of years, but the most important improvements have been in your lessons. Better teaching helps you to make more rapid progress. You are given work that is more challenging so that you can achieve higher standards and achieve better results. We were particularly impressed to see:

- your good behaviour, how well you work together in lessons and your kindness and consideration for others
- some of the good teaching that we observed
- the way that staff support you and give you clear guidance on how to improve, especially through marking
- the impressive improvements that the headteacher and staff have made.

Everyone has worked really hard, but there is always room for improvement, so we have asked the school to make sure that:

- your attendance continues to improve
- more of your lessons are exciting and lively, like the very best
- you all work hard to improve your writing because this is so important for all the other subjects that you study now and later in secondary school.

You can help by coming to school regularly and by making the most of all the opportunities that the school offers.

On behalf of the inspectors, I wish you all every future success.

Yours sincerely

Paul Brooker

Her Majesty's Inspector

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