

Sutton Park Primary School

Inspection report

Unique Reference Number	117900
Local Authority	Kingston upon Hull City of
Inspection number	358220
Inspection dates	8–9 March 2011
Reporting inspector	Alan Lemon

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	340
Appropriate authority	The governing body
Chair	Mr Mike Noddings
Headteacher	Miss Deborah Tague
Date of previous school inspection	6 March 2008
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Introduction

This inspection was carried out by three additional inspectors. Twenty-one lessons were observed involving 12 teachers. Meetings were held with the representatives of the governing body, the school's senior leaders, subject leaders and a group of pupils. Inspectors observed the school's work, and looked at the school's policy and procedures for safeguarding pupils, the school development plan and a wide range of data on pupils' performance. One hundred and two questionnaires from parents and carers were scrutinised as well as questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether there is sufficient evidence that pupils, including different groups of pupils, make good progress over time.
- Whether the quality of teaching at each key stage is good enough to ensure pupils make progress at a consistent rate over their time in school.

Information about the school

The school is larger than average. The vast majority of pupils are of White British heritage. The proportion with special educational needs and/or disabilities is average. Most pupils with special educational needs and/or disabilities have difficulties with speech, language and communication or behavioural difficulties. The number of pupils known to be eligible for free school meals is above average. The Early Years Foundation Stage has 78 children attending Nursery either in the mornings or afternoons and 56 children in Reception Year. The Kids' Club, which is registered childcare provision managed by the governing body, meets before school and after school every day.

The school is undergoing major building works to improve its flood defences. This has meant the relocation of Early Years Foundation Stage into Key Stage 1 accommodation and Key Stage 1 classes being temporarily located in other spare classrooms. The school has been awarded Healthy School status and Activemark. It is linked with a school in Sierra Leone.

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. It has improved significantly and continues to improve rapidly as a result of its strong leadership and management. All of the areas for improvement identified by the previous inspection have been robustly tackled. The tracking of pupils' progress is rigorous, school targets are challenging and the progress towards achieving targets is good. Senior leaders and the governing body look at the school with a critical eye and know it intimately; their self-evaluation is accurate. The work of the school is monitored with rigour, the quality of teaching in particular, and this has resulted in good outcomes for pupils. Many members of staff take a share in leading and managing the school and are effective in doing so. As a result the school's capacity to sustain improvement is good.

The school serves its community exceptionally well and this elicits substantial praise from parents and carers. Pupils are guided by the school's strong values and they find it a welcoming, caring and a safe environment. Their well-being is at the heart of the school's work and outstanding arrangements for pupils' care, guidance and support add substantially to their personal development. The good relationship with parents and carers and outstanding partnerships with a wide range of agencies adds strength to the support of pupils and those who are vulnerable. Pupils behave well in school and their spiritual, moral, social and cultural development is outstanding. They understand what a healthy lifestyle means and, to an excellent extent, have adopted a positive outlook and many good habits that help keep them fit and healthy. Pupils demonstrate an outstanding capacity to be helpful around school and contribute widely towards many good causes.

Achievement is good. The majority of three-year-olds entering the Nursery do so with skills below the expected levels and make good progress by the end of Reception Year. Good Early Years Foundation Stage provision creates a rich variety of learning opportunities which are effective in children reaching the nationally expected standards at age five. The planning of activities indoors is more effective than for those outdoors, where the focus is not as strong on promoting language, calculation and physical development. Good progress overall continues through Key Stage 1 and Key Stage 2 and, by the end of Key Stage 2, pupils attain at broadly average levels in English and mathematics. Judging from the school's assessments and the lessons seen, the rate of pupils' progress has increased; attainment is rising and building on the 2010 outcomes. Most teaching across the school is good and in a few lessons seen it was outstanding. Lessons are planned well and learning is lively, challenging and enjoyable. The large majority of pupils are self-confident and could be even more active in directing their own learning and, in particular, in evaluating what they have achieved in lessons.

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What does the school need to do to improve further?

- Develop pupils' independence by:
 - increasing the opportunities for pupils to learn through working together
 - involving pupils in self-assessing their success in achieving lesson objectives.
- Improve provision in the Early Years Foundation Stage by ensuring that when children use the outdoor area, their activities are well planned to develop their language, calculation and physical skills.

Outcomes for individuals and groups of pupils

2

Pupils are engaged well and enjoy learning as a result of widespread good teaching. The progress of those who have special educational needs and/or disabilities is closely monitored and their support is discussed regularly with teachers. Targets for these pupils are challenging and well-planned support ensures progress is good. When given the opportunity, many pupils throughout the school are confident in answering teachers' questions, contributing ideas and opinions and coming forward to demonstrate what they have learnt on the classroom's interactive whiteboard. Attitudes to learning are good; pupils arrive to lessons ready to begin work, settle quickly to tasks and are capable of effectively working independently and with each other. The task of making complex sentences with carefully chosen connecting words was a good challenge for Year 5 pupils. While they achieved the objective of the exercise, an opportunity to work together in pairs or small groups would have further improved their learning and progress. Learning in Year 6 was outstanding because pupils were allowed to work in groups and use role play to explore the theme of suspense in writing. This resulted in high-quality writing which the class evaluated using criteria they were given to judge interesting vocabulary and good sentence structure. In Reception Year and in Key Stage 1, pupils are quick to develop skills linking sounds and letters to make good progress in reading and writing.

Pupils feel safe as staff take considerable care of them. This is clearly reflected in pupils' views and those of parents and carers. The school council makes an impressive contribution to the life of the school and to promoting a healthy lifestyle in particular. Pupils acting as lunchtime marshalls encourage others to bring healthy lunchboxes to school and young leaders organise playground activities every day. There is a high level of participation in a multitude of activities, including sports during and after school. Pupils play an active part in community initiatives and their role as International Pupil Councillors and in the Children's and Young People's Parliament is notable. Pupils have contributed to improving safety on local roads and help regularly to keep their local environment free of litter. These strengths in pupils' personal development together with their good academic progress prepares them well for secondary school and their future economic well-being.

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

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	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The proportion of good and better teaching seen in the lessons matches exactly that evaluated by senior leaders. Lessons are planned well and the often effective approaches to learning promote good progress. Plans set out clear objectives for each lesson: these are well explained and illustrated to pupils. Teaching is often confident and expert, particularly in English and mathematics, which makes learning lively and engaging for pupils. The very best lessons encourage pupils' independence and initiative and develop their skills in assessing progress. There is greater scope for this in most lessons as pupils' attitudes to learning are good.

The curriculum is broad and planned well to match the interests and needs of pupils. There is a good proportion of time devoted to English and mathematics, which is supplemented effectively with literacy and numeracy support for some groups, those with special educational needs and/or disabilities, in particular. The work and activities in different subjects are being brought closer together through the development of themes such as the Second World War; this is helping to promote wider opportunities for learning in English, mathematics and information and communication technology. The curriculum is greatly enriched by many clubs and sports after school.

Extremely positive relationships with pupils, clear expectations and the very caring approach of staff ensure pupils stay safe and develop their self-confidence. Around school, pupils are encouraged to help themselves and each other and are enabled to do this very

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effectively. Well-established links with a large number of specialist agencies make a significant contribution to the care and support for pupils with special educational needs and/or disabilities, such that there is no shortfall in meeting all of their needs. The school takes effective steps to promote pupils' attendance, which is broadly average.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school benefits from the clear direction and high expectations of senior leaders. The good leadership skills of staff are being used effectively and further developed through training to improve provision and raise attainment. All areas of the school's work are being well managed. Strengths such as curriculum enrichment, the support for vulnerable pupils and those with special educational needs and/or disabilities, are achieved through an excellent range of community and specialist agency partnerships. Monitoring and evaluation of the school's work has been made more robust over the past three years. Leaders at all levels and the governing body are well informed about strengths and weaknesses enabling them to challenge where needed and to drive improvement. Any weaknesses in the quality of teaching are all but eliminated. Rigorous analysis of pupils' performance is embedded and teachers are ensuring pupils reach the challenging targets that have been set.

Leaders ensure discrimination is tackled effectively and the school promotes equality of opportunity well. Leaders promote community cohesion outstandingly well. They ensure the school is outward looking and acts on well-articulated values to involve parents and carers, engage with the local community and support projects in other parts of the world, including a school in Sierra Leone in particular. There is a good response by parents and carers to school events and they are offered help with supporting learning at home through 'stay and play' sessions and family learning days. Pupils gain a good understanding of the community through their contributions and they develop a good awareness of the diversity of cultures in Britain.

Safeguarding procedures are well implemented. Keeping pupils safe is at the forefront of the staff's and governing body's actions. Risk assessments are comprehensive and staying safe is a key feature in the curriculum, ensuring that pupils learn about risks and how to keep themselves and others safe.

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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	1
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	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children begin Nursery with skills that are below age-related expectations particularly linked to communication, language and literacy, calculation and also in their personal, social and emotional development. They make good progress in all areas of learning as a result of the breadth of good provision. Children quickly gain confidence and enjoy all that is offered and they readily accept the encouragement of adults. They listen intently to stories animatedly read and contribute with excitement and enjoyment. Parents and carers are effectively involved in their children's learning particularly through guidance in helping them learn at home. Good communication is maintained through the Parents as Partners diary. In Nursery and Reception Year children learn to link sounds and letters and begin to read and write. They gain a real sense of accomplishment in word recognition and writing words and sentences.

Nursery and Reception children work in a stimulating indoor environment packed with displays reinforcing literacy, numeracy and creativity. They enjoy lots of space outdoors, which provides many opportunities for play, social interaction and creative activity. While the opportunities on offer for developing language and mathematical skills are well planned in the classroom, they are not as well replicated in activities outdoors. There is also a limited amount of large equipment to further encourage children's physical development.

Provision in the before- and after-school Kids' Club is good. Children who attend are safely escorted there each day either by parents and carers or school staff and are kept safe. The Kids' Club is appropriately staffed and its accommodation is good for the numbers attending. Children are offered a range of opportunities for play, such as board games, a computer and art materials. These keep them purposefully engaged and they enjoy the social interaction with each other.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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 response by parents and carers to the questionnaire was good. Their views are overwhelmingly positive, showing the vast majority agree or strongly agree on almost all of the statements about the school. This varies only where a few parents and carers believe the school does not deal with unacceptable behaviour effectively. Inspectors found that the school deals well with unacceptable behaviour and that behaviour across the school is good overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sutton Park 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 340 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	55	40	39	5	5	0	0
The school keeps my child safe	61	60	35	34	5	5	0	0
My school informs me about my child's progress	50	49	45	44	6	6	0	0
My child is making enough progress at this school	52	51	41	40	6	6	0	0
The teaching is good at this school	56	55	41	40	2	2	1	1
The school helps me to support my child's learning	45	44	47	46	6	6	2	2
The school helps my child to have a healthy lifestyle	50	49	47	46	2	2	1	1
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)	42	41	53	52	2	2	1	1
The school meets my child's particular needs	42	41	50	49	6	6	0	0
The school deals effectively with unacceptable behaviour	37	36	54	53	7	7	1	1
The school takes account of my suggestions and concerns	37	36	54	53	6	6	1	1
The school is led and managed effectively	47	46	47	46	3	3	2	2
Overall, I am happy with my child's experience at this school	53	52	40	39	3	3	3	3

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



10 March 2011

Dear Pupils

Inspection of Sutton Park Primary School, Hull, HU7 4AH

Thank you for the very warm welcome when the inspectors visited your school, and many thanks to the group of pupils who met with an inspector to discuss their views of school.

These are some of the good things about your school.

- You enjoy school, especially the club activities and sports after school.
- You understand really well how to stay healthy by eating the right food, taking exercise and keeping fit.
- Your behaviour is good and you feel safe in school.
- You show great generosity by being as helpful as possible in school, especially towards each other and by raising money for many good causes.
- Your teachers and their assistants are extremely good at caring for you and helping you when you need it.

I have asked the headteacher to:

- give you more opportunities in lessons to work together to help each other learn and also time to measure how well you have learnt in each lesson
- make sure children in the Nursery and Reception Year have well-planned activities when they are playing outside to improve their speaking and listening, counting and physical skills.

You can all help by keeping up your good attendance and continuing to make good efforts with your work. I wish you all the very best for the future.

Yours sincerely

Alan Lemon

Lead inspector

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