

Manners Sutton Primary School

Newark Road, Averham, Newark NG23 5QZ

Inspection dates

3–4 December 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Outcomes for pupils require improvement because most-able pupils do not achieve as well as they should.
- Teachers do not always use information on pupils' progress well enough to set work at the right level so that all pupils make good progress.
- There are not enough opportunities for pupils to use and develop their literacy and mathematics skills in other subjects.
- Pupils do not always receive effective advice on improving their work in line with the school's marking policy.
- The handwriting of younger pupils is not well formed and there is not enough emphasis on neatness and presentation of their writing.

The school has the following strengths

- The headteacher and governors are setting a clear direction for improvement and have taken steps to tackle underperformance.
- Governors provide a good level of support and challenge to school leaders and regularly check the progress the school is making against the improvement plan.
- Pupils value their teachers and the opportunities the school provides. Parents also value the care and support given to their children. Pupils who are most in need are well supported.
- Effective partnerships with other local schools provide opportunities for both pupils and staff to share their learning experiences with others.
- Pupils behave well, feel safe and have positive attitudes to their learning.
- Teachers plan work that interests pupils and provides opportunities to develop their spiritual, moral, social and cultural understanding.
- Children make good progress in the early years as a result of warm relationships and effective teaching. They settle quickly and enjoy their learning.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good in all classes by:
 - helping pupils to check their own and their classmate’s work so that they can take more responsibility for their own learning
 - ensuring that teachers consistently follow the school’s marking policy to show pupils how to improve
 - ensuring that teachers routinely plan activities that challenge most-able pupils.
- Improve standards in reading, writing and mathematics by:
 - ensuring that most-able pupils achieve as well as they should
 - providing more opportunities for pupils to use their literacy and mathematics skills in other subjects and for different purposes
 - establishing the new system for checking pupils’ progress so that teachers can use this information to set work at the correct level for all groups of pupils
 - improving the handwriting and presentation of Key Stage 1 pupils.

Inspection judgements

Effectiveness of leadership and management is good

- The effectiveness of school leadership has improved since the last inspection and the headteacher and governors have set a clear direction for the school to improve further. They are ambitious for the school and are building on the existing strengths that are appreciated by the parents and local community.
- The headteacher, supported by governors, has taken action to tackle weaknesses in teaching and provide support, training and development for staff. This has led to some improvements in the quality of teaching, although further work is needed to ensure that teaching is consistently good overall.
- The local authority has provided a greater level of support since the last inspection. Regular visits to the school have focused on supporting the headteacher in his drive to improve teaching and in strengthening the overall leadership of the school.
- Working closely with other local schools has provided opportunities for staff to work with other colleagues to improve their skills and knowledge and, as a result, other leadership roles are developing.
- The headteacher regularly visits lessons and provides feedback to teachers and teaching assistants on how to improve further. The performance information gathered by teachers is used by the headteacher to check how well pupils are progressing. This ensures that pupils receive extra help if they are at risk of falling behind. Although there are no pupils currently on the special educational needs register, the special educational needs coordinator (SENCO) monitors any pupils who may need additional support, including those who are eligible for support from the pupil premium funding.
- Additional funding is used effectively to support learning and includes opportunities such as online maths tutoring. The primary sports funding is used well to extend the range of physical education for pupils and promote healthy lifestyles. Pupils swim regularly and take part in competitive events.
- Teaching is planned through different themes, so that the learning is interesting for pupils. There are opportunities for pupils to take part in additional activities and share their learning with others. For example, pupils who attend the drama club performed a poem for the rest of the school as part of a school assembly. Their understanding of British values is promoted through a range of subjects and pupils are encouraged to take on responsibilities such as being a school councillor or a playground buddy. They also have a good understanding of democracy and the rule of law. As one child explained, 'I like that everyone's treated fairly.' Pupils enjoy learning about other religions and cultures, and show respect and tolerance for the beliefs of others.
- The school is effective in creating a safe environment and culture for pupils. Policies are in place that show how concerns are followed up and resolved. Parents praise the school for the care and support it provides for pupils.
- **The governance of the school**
 - Governance has improved since the last inspection. Governors have audited their skills and ensured that all governors have received appropriate training for their role, including responsibilities linked to specific subjects or aspects of the school's work. Governors have their own action plans that sit alongside the main improvement plan to support them in monitoring the school's work.
 - Governors are knowledgeable about the school's strengths and weaknesses and what it needs to do to improve. They know how well the school compares with other schools nationally.
 - Governors regularly visit the school to carry out monitoring activities. They keep careful records that show the purpose of their visits, the impact of school improvement actions and the further implications for school leaders and governors.
 - Governors ensure that teachers' appraisals and the headteacher's performance management are carried out annually. They have a good understanding of how performance and salary progression are linked to pupils' progress.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment requires improvement

- In many lessons, information on pupils' progress is not used sharply enough so that teachers can plan activities that are set at the right level of challenge for all groups of pupils. As a result, not all pupils make the progress they are capable of, particularly the most able.

- Although teachers explain what pupils are learning, they do not provide clear enough guidance for pupils to check their own work confidently. Therefore pupils do not develop the necessary skills to take responsibility for their own learning. A pupil explained to the inspector, 'We don't really get how to use the success criteria.'
- In more successful teaching, marking identifies where pupils have been successful and what needs to be improved. Pupils know when the teacher identifies a particular target for improvement. However, not all teachers consistently follow the school's marking policy in helping pupils to improve the quality of their work.
- The books of older pupils are neat and well presented with work being at a standard that is broadly appropriate for the ages of the pupils. Writing books show that pupils are learning the basic literacy skills, but there are only a few examples of longer pieces of writing where a range of skills is being used. Although the writing in the books of younger pupils is of a good standard for many pupils, the handwriting is not well formed and there is not enough emphasis on neatness and presentation of their writing.
- Topic books show that there is a clear emphasis on developing skills and knowledge across all subjects. However, there are not enough opportunities for pupils to use and develop their literacy and mathematics skills in other subjects.
- Teachers often use good questioning to engage and involve pupils, and sometimes this provides additional challenge to make pupils think hard and justify their answers. Teaching assistants are well deployed by teachers and often support learning well, particularly where pupils need additional support.
- Older pupils enjoy lessons that extend their spiritual, moral, social and cultural development. They have enjoyed a range of school visits that has enriched their learning, and relish the discussions that help them understand national and global issues.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils enjoy coming to school and value their education. One pupil told the inspector, 'Sometimes we take it for granted. We need to realise we are lucky.'
- Pupils are proud of their school and say they are well looked after. A pupil told the inspector, 'It is a kind school and I feel safe.' They are aware of the measures taken to keep them safe on the school site and talk confidently about internet safety and the potential dangers of social media.
- Pupils say there is no bullying at school and they have some knowledge of different types of bullying and how to avoid bullies. They are confident that teachers would help if they had any worries or concerns.
- Parents have confidence in the school to keep their children safe and well cared for. There was an overwhelmingly positive response to the online questionnaire, Parent View.

Behaviour

- The behaviour of pupils is good. Conduct in lessons and at other times during the school day is good and there is no disruption to learning. However, occasionally pupils become distracted if work is too easy or too hard, or they are not sure what to do.
- Pupils of all ages play well together during social times. This contributes to the 'family atmosphere' in the school and positive relationships are evident.
- Attendance is improving and for most pupils is above the national average. There are a very small number of pupils who have lower attendance levels, but the school is taking steps to ensure that this improves.

Outcomes for pupils require improvement

- Standards at the end of Key Stage 2 are broadly average, but continue to vary due to the small numbers in each year group. Outcomes for pupils require improvement overall, because although the majority of pupils make expected progress very few make more than expected progress from their Key Stage 1 starting points. Also, most-able pupils do not always achieve as well as they should.

- In the last two years, test results in writing have been higher than in mathematics and reading. However, the school's information for pupils currently on roll shows that they are reaching similar standards in all subjects. This information also shows that progress continues to be too variable. Across the school, most-able pupils are not making as much progress as they should because expectations in lessons are not sufficiently demanding.
- In mathematics and writing, the majority of pupils are making expected progress. Teaching focuses on developing basic skills and this is seen clearly in pupils' books.
- In 2015, all Year 1 pupils achieved the required standard in the phonics (the link between letters and sounds) screening check. Younger pupils demonstrate their phonics knowledge when reading. They know the sounds letters make and are gaining confidence in mixing the sounds together. Older pupils read accurately and use a range of strategies to work out the meaning of more difficult words. Most pupils say they enjoy reading. They like to choose books for themselves and can explain the type of books they like best.
- Disadvantaged pupils make similar progress to other pupils in the school. Further analysis of this group is not meaningful due to the very small numbers of pupils in this group.
- There are no pupils on the special educational needs register, but pupils who are at risk of falling behind are making broadly expected progress as a result of interventions and targeted support from teaching assistants. Pupils from minority ethnic backgrounds achieve as well as other pupils in the school.
- Pupils are building up knowledge and understanding of other subjects. However, writing in topic books does not always reflect what they know and does not provide opportunities for pupils to use the literacy or mathematical skills they have in other subject areas.

Early years provision

is good

- Children join the school with variable starting points, but most children have skills and knowledge broadly typical for their age when they join the school. They enjoy their early experiences, and quickly settle in to a safe environment, becoming familiar with routines and expectations. A warm welcome and good relationships lead to a positive start for all children.
- The majority of children achieve a good level of development by the end of their Reception Year and make good progress from their starting points. Teachers plan learning that follows a theme but also interests children and promotes basic skills. Children are well prepared for transition to Year 1.
- Although children in the early years sometimes work with Key Stage 1 pupils, they often work as a small group with the effective support of a teaching assistant. There is an additional space, including an outdoor area that is well equipped and reflects the areas of learning in the early years curriculum. This ensures that children have the opportunity to work in different ways, both on their own and with an adult.
- Children behave well and enjoy their learning, showing their enthusiasm for new experiences. For example, when learning about animals that live in polar regions, one child was excited to discover some toy animals that had been frozen in ice. She was keen to tell the inspector what she knew about cold places.
- The early years is well led as a result of additional support from a colleague at the partner school. This ensures that there are regular checks of children's progress and assessments are moderated. There are clear plans for improvement that link well to whole-school priorities.

School details

Unique reference number	122611
Local authority	Nottinghamshire
Inspection number	10001801

This inspection 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	38
Appropriate authority	The governing body
Chair	Alison Allan
Headteacher/Principal/Teacher in charge	John Dodd
Telephone number	01636 704408
Website	www.mannerssutton.com
Email address	office@mannerssutton.notts.sch.uk
Date of previous inspection	6–7 November 2013

Information about this school

- Manners Sutton Primary School is much smaller than the average-sized primary school.
- Most pupils are White British. There are very few pupils from minority ethnic backgrounds and none who speak English as an additional language.
- There are currently no pupils on the special educational needs register, but a small number are being monitored by the school to ensure that they receive the help they need.
- The proportion of pupils supported by the pupil premium, which provides additional support for pupils eligible for free school meals, is well below average.
- The school provides part-time nursery places for three-year-olds.
- The school has been working closely with two other local schools in recent years. The school shares a headteacher with Dean Hole Church of England Primary School.

Information about this inspection

- The inspector observed nine lessons and parts of lessons during the inspection, including some that were observed jointly with the headteacher.
- The inspector held meetings with the headteacher, governors and a representative from the local authority. Further discussions took place with staff, pupils and parents.
- The inspector reviewed a sample of pupils' books. She also talked to pupils about reading and listened to them read.
- The inspector analysed 19 responses from parents and carers to the online survey, Parent View. She also took into account four responses to the staff survey.
- The inspector looked at a range of school documents, including the school's own self-evaluation, the school improvement plan, policies and information on pupils' progress.

Inspection team

Jane Salt, lead inspector

Ofsted Inspector

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