

Sutton Park Community Primary School

Greatfield Road, Kidderminster, Worcestershire DY11 6PH

Inspection dates

23–24 March 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
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	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- As a result of weak teaching in some parts of the school, pupils are not making sufficient progress in reading, writing and mathematics.
- Some teachers do not have high enough expectations of what pupils can achieve. As a result, very few pupils, especially the most able, reach higher levels of learning in reading, writing and mathematics.
- Teachers do not use assessment systems well enough and, therefore, do not plan accurately to meet pupils' needs. Consequently, work is often too easy or too hard. This is particularly so for the most able pupils, and the disadvantaged pupils.
- Leaders do not have a clear understanding of the progress of different groups of pupils in the school.
- Middle leaders are not yet fully effective in leading improvements in their areas.
- The curriculum does not develop pupils' knowledge and skills in a range of subjects.
- Teachers do not address basic mistakes in spelling, grammar and punctuation, so pupils repeat the mistakes frequently.
- Pupils do not have enough opportunities to apply their mathematical skills in problem-solving and reasoning activities.
- Teachers do not insist that pupils present work to the best of their ability. Pupils do not demonstrate enough pride in their work.
- Governors do not effectively challenge leaders and do not hold them to account fully for the school's performance.

The school has the following strengths

- The passion and determination of the headteacher is driving rapid improvements in the school. She has a clear understanding of the school's strengths and weaknesses.
- Children get a great start to school life in the early years, where teaching and learning is good.
- Parents have very positive views of the school. Parents appreciate the support of the staff.
- Behaviour in lessons, around school and at breaktimes is now consistently good, and pupils are courteous and respectful.
- Teaching assistants contribute very well to pupils' learning, especially when leading small-group work.
- The specialist language support provided for pupils who have special educational needs and/or disabilities is very effective.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment in reading, writing and mathematics by ensuring that teachers:
 - raise expectations and the level of challenge for all groups of pupils so that they achieve the outcomes of which they are capable
 - use the school’s assessment systems accurately to plan work that meets the needs of pupils, especially the most able pupils and disadvantaged pupils, to enable them to make rapid progress
 - address basic misconceptions in grammar, punctuation and spelling
 - provide more opportunities for pupils to apply their mathematical skills in problem solving and reasoning
 - build on the effective extra sessions provided for disadvantaged pupils outside the classroom
 - support pupils in consistently producing their best work.
- Improve the quality of leadership and management by ensuring that:
 - leaders and governors check more carefully on the progress of different groups of pupils, especially the most able pupils and disadvantaged pupils
 - recently introduced assessment systems are further developed and used with greater accuracy to provide correct information about all groups of pupils
 - middle leaders receive more support and training to develop and effectively fulfil their responsibilities
 - governors provide more effective challenge to hold leaders to account
 - the curriculum is planned to provide pupils with more opportunities to develop their skills and knowledge in a range of subjects, including developing their understanding of other faiths and cultures.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders are not yet using the school's assessment systems effectively to track the progress of different groups of pupils. Leaders do not identify pupils who are falling behind quickly enough and, therefore, these pupils do not make the progress of which they are capable. This is especially so for the most able pupils and disadvantaged pupils.
- Leaders have not checked if the assessment systems are being used accurately by teachers. As a result, assessment information provided by the school at the time of the inspection was unreliable.
- Middle leaders, including the newly appointed leader of the early years, are enthusiastic and committed to their roles. However, further support and training is required to enable them to become fully effective. For example, middle leaders do not yet have a clear understanding of the quality of teaching and learning across the school. Progression and the development of learning skills are also inconsistent across the school and have not been addressed.
- Leaders have not developed a whole-school overview of the curriculum. Consequently, leaders do not have a clear understanding of how pupils' skills and knowledge are being developed across the school. Subject leaders have action plans and conduct audits of their subjects, but do not follow up any actions identified. Priorities to develop their subjects are unclear. As a result, the curriculum is not planned well enough so that pupils make good progress.
- Additional funding to support disadvantaged pupils is used effectively to provide additional sessions outside the classroom. Pupils are making good progress in these groups. However, as a result of some weak teaching, disadvantaged pupils do not continue to make the progress of which they are capable in every class.
- British values and pupils' spiritual, moral and social development are promoted well. The school's values underpin British values and pupils have a good understanding of respect and tolerance. A range of extra-curricular opportunities are provided, including sporting and music activities. Archery has been a very popular addition to the activities. However, pupils' understanding of other faiths and cultures is less well-developed.
- The commitment, drive and determination of the headteacher, supported by the deputy headteacher, have ensured that previous issues with behaviour have been eradicated and there is now a calm learning environment across the school.
- The headteacher is highly ambitious for the school and has embraced all the support provided by the local authority. The school is part of a group of schools working together to improve outcomes for pupils, organised by the local authority. Very effective support is being provided through this project and the local authority adviser, and is already leading to improvements in the quality of teaching and learning.
- The headteacher has a clear understanding of the strengths and areas for development in the school. Systems to manage the performance of teachers are in place and are being used to hold teachers to account.

- The additional primary physical education (PE) and sport premium funding is used in a variety of creative and effective ways. The school participates in a range of sporting competitions and is able to access specialist resources, including teaching, at the local secondary school. As a result, more pupils are now taking part in sporting activities. Staff expertise is being developed to provide a better quality of teaching in PE. Talented pupils are also provided with additional opportunities to develop their skills and abilities.
- Special educational needs funding is used effectively to meet the needs of pupils who have special educational needs and/or disabilities. The language unit provides very effective support to pupils. The special educational needs coordinator has a clear overview of how to develop the provision for pupils who have special educational needs and/or disabilities.

Governance of the school

- Leaders inform governors about the key areas of school performance. However, governors do not receive enough reliable information to enable them to form an accurate view about the quality of the school's work. Although improving, governors do not effectively challenge school leaders or hold them to account fully for the performance of the school.
- Governors are aware of how the additional funding the school receives is used. They ask questions to check that the funding is improving outcomes for pupils. However, governors do not challenge leaders sufficiently, especially about the performance of disadvantaged pupils.
- Governors are committed to improving outcomes for all pupils in the school and work closely with the school's leaders. Governors have a range of relevant skills and understand their statutory roles and responsibilities.
- The school's safeguarding arrangements are checked by the governors and are effective. Governors receive up-to-date training on safeguarding and have a good understanding of this aspect of the school's work. The safeguarding governor is new to the role, but is gaining knowledge rapidly.
- Governors understand how systems to check how teachers are performing are used in school and receive appropriate reports about the quality of teaching and learning.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils show a strong understanding about how to keep themselves safe. Visitors to the school, such as the local policeman, support their learning about safety. E-safety is taught well and pupils of all ages know how to keep themselves safe online. Parents have confidence in the school's ability to keep pupils safe. In the Ofsted online questionnaire, many parents praised the school's work to support pupils' social and emotional well-being.
- Staff receive regular safeguarding training and have a clear understanding of the school's policies and procedures. A high priority is placed on keeping pupils safe. Appropriate checks are made on staff, volunteers and visitors to the school to ensure

that no risk is posed to pupils' safety. Safety checks are undertaken around the school and detailed risk assessments are in place.

Quality of teaching, learning and assessment

Requires improvement

- There is a lack of consistently good teaching, learning and assessment across the school. As a result, over time pupils do not make the progress of which they are capable in reading, writing and mathematics. This is especially so for the most able and disadvantaged pupils.
- Leaders' actions to improve teaching are beginning to have an impact. The local authority is providing effective support to the school to develop the quality of teaching and learning, but more needs to be done.
- Assessment systems are still relatively new to the school and some teachers do not understand how to use them to plan work to meet pupils' needs. In some year groups, pupils are making limited progress because teachers do plan work which builds on what pupils can already do.
- Some teachers do not have high enough expectations of what pupils can achieve. Planning often results in pupils being offered tasks that they have previously undertaken successfully. This means that pupils' thinking is not deepened by tasks which challenge them sufficiently. This is particularly so for the most able pupils. Consequently, very few pupils achieve higher levels of learning.
- On occasion, teaching confuses pupils. For example, some teachers give too many expectations of what to complete in one piece of work and, therefore, pupils do not understand what they should be focusing on. On the other hand, some teaching makes the work far too easy for pupils. Teachers give the pupils so much help that they are not given the opportunity to think for themselves.
- Across the school, there is a lack of clear development of skills in writing and mathematics. Expectations in some younger year groups are higher than older ones. Some teachers are not planning work which is of a high enough level for their year group.
- In writing books, there are a number of examples of basic errors in spelling, punctuation and grammar that some teachers are not addressing. Some teachers do not make sure that pupils review their mistakes and, as a result, they are repeated. This limits pupils' progress in writing.
- In some year groups, pupils do not have sufficient opportunities to develop their problem-solving and mathematical reasoning skills. These teachers focus on teaching basic mathematical skills, but do not give pupils the chance to apply these skills in wider mathematical challenges. Consequently, pupils, especially the most able, are not making as much progress as they should.
- On occasions, teachers do not insist that pupils present work to the best of their ability. This means that pupils are not routinely encouraged to take pride in their work, which leads to some pupils not working hard enough, limiting their progress.
- Pupils who receive additional support outside the classroom, including disadvantaged pupils, are making good progress in these sessions. However, some teachers do not build on the effectiveness of this support in the classroom because these teachers do

not have a clear enough understanding of the pupils' needs.

- Where teaching is stronger, pupils are challenged to think deeply for themselves. Teachers use probing questions to assess what pupils know, and then further questioning moves their learning forward rapidly.
- The majority of teachers have the highest expectations of behaviour. Pupils show great respect and strive to achieve their best. In classes where teaching is the strongest, pupils demonstrate great pride in their work and books show that all groups of pupils are making good progress in reading, writing and mathematics.
- Teaching assistants contribute effectively to pupils' learning. They question pupils well to develop their learning and support pupils to think for themselves.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are extremely proud of their school and show ambition and desire to be the best they can be. This is an ethos which leaders and staff instil into all pupils. The school has a strong focus on supporting pupils' social and emotional development. Staff receive specialist training to support pupils, and the nurture room provides additional support for those pupils who need it. Pupils say that staff always take time to listen to them.
- A wide range of trips and visits develops pupils' independence, including residential visits for pupils in Years 2, 4 and 6. The 'Pride in Kidderminster' project gave Year 6 pupils the opportunity to undertake a public survey which developed their confidence. A breakfast club provides effective care for pupils, and there are a range of clubs for pupils to take part in after school.
- Pupils are given a range of opportunities to take responsibility. A school council is elected and is given the opportunity to visit other school councils in different schools. The school council members reflect on the feedback given to them from other schools about their work. They have developed their own 'self-evaluation' which identifies where they can improve further still.
- 'Official helpers' are elected fortnightly in each class. Pupils take great pride in this responsibility. Play leaders and the sports crew also lead games and activities for younger pupils at breaktimes.
- There are regular opportunities for pupils to reflect on any issues which might arise in their class or, indeed, in the wider world. Classes keep their own reflection diaries to record their thoughts, feelings and opinions.
- Pupils from across the school were very clear about healthy eating. They are encouraged to make healthy choices and a 'healthy eating' week takes place.

Behaviour

- The behaviour of pupils is good.
- Leaders work hard to improve attendance. Pupils are very keen to achieve the rewards for 100% attendance, which include special treats, such as meals in local restaurants. Classes are rewarded if the whole class achieves 100% attendance, which encourages pupils to work together as a team. The school provides a minibus collection for some families who need additional support to get pupils to school, and no holidays in term time are authorised. Leaders take all possible actions to tackle poor attendance. As a result, attendance figures are now improving and are close to national averages.
- Significant improvements in behaviour have been successfully achieved since the additional inspection in September 2014. Leaders monitor behaviour incidents with rigour. Leaders set very high expectations of behaviour and pupils have a very clear understanding of these expectations, and the rewards and sanctions in place. Pupils look forward to tea and cake with the headteacher if they are awarded with a 'sparks' certificate in the Friday assembly. A 'golden lunch' is provided at the end of term for those pupils who have shown outstanding behaviour and achievement over the term.
- Behaviour around the school and at breaktimes is very good. Pupils walk around school in a calm and orderly way. They show respect to one another and to adults. Pupils enjoy playing with friends from different year groups and show genuine care towards one another.
- Pupils have a clear understanding of what bullying is and what to do if they feel they are being bullied. This includes cyber bullying. However, pupils say that bullying rarely happens and, if it does, teachers sort it out very quickly. These pupil views are supported by the views expressed by parents who responded to the Ofsted online questionnaire.

Outcomes for pupils

Requires improvement

- Leaders do not use the school's own assessment systems well enough to track the progress of different groups of pupils in reading, writing and mathematics. Leaders do not identify pupils who are falling behind quickly enough and, therefore, these pupils are not making the progress of which they are capable.
- Work currently in English and mathematics books show that the most able pupils in some classes are not making sufficient progress. This is because the expectations of some teachers are too low.
- The current progress of disadvantaged pupils is below that of other pupils across most year groups. While disadvantaged pupils are being effectively supported in small-group sessions outside the classroom, some teachers are not building on this learning. As a result, disadvantaged pupils are not making enough progress in reading, writing and mathematics.
- In 2016, pupils' progress at the end of key stage 2 was broadly in line with national averages in reading and mathematics. However, progress in writing was well below the national average. No pupils in 2016 achieved a greater depth of learning in writing or mathematics, and only a very small proportion achieved a greater depth of learning in

reading.

- The proportions of pupils achieving the expected levels of attainment at the end of key stage 1 in 2016 were below national averages in reading, writing and mathematics. No pupils achieved a greater depth of learning in any of these subjects.
- The proportions of pupils achieving the expected standard in the phonics screening check in Year 1 have risen over the last three years. However, outcomes remain below national averages.
- Pupils who have special educational needs and/or disabilities are being supported effectively, especially those in the specialist language unit. Consequently, these pupils are making at least expected progress, and some are making good progress.
- No assessment information is available for subjects other than reading, writing and mathematics. However, work in books currently shows that pupils are not making sufficient progress in the wider curriculum.

Early years provision

Good

- Teaching in the early years is good. Staff plan purposeful learning activities that are well matched to children's needs. Staff ensure that children have opportunities to develop their learning across all areas of the early years curriculum. Every opportunity is taken to develop children's learning.
- Children are confident, happy and independent learners. They are inquisitive, and the very effective early years provision enables them to learn through independent play activities, which are very well matched to the individual needs of the children.
- There is a strong focus on developing children's communication and language skills in the early years. All staff show children how to use language very effectively. As a result, children's progress in this area is particularly good.
- The outdoor learning environment provides high-quality resources which are carefully maintained. This bright and stimulating learning environment further supports children's learning.
- Assessments of children's learning are detailed, and all staff contribute to them. The effective assessments ensure that planning builds upon children's learning. As a result, children are making good progress across the early years. Children are exceptionally well prepared for Year 1.
- Children enter the early years with skills and knowledge below those typically expected for their age. At the end of the Reception Year, the proportions of children achieving a good level of development have been at or above national averages for the last three years. This represents good progress being made across the early years.
- Very effective induction procedures ensure that children settle quickly into school life. Children visit school prior to starting, and parents make 'helping hands' which are used to help children who are finding separation from their parents difficult. Home visits are undertaken to further support the induction of some children.
- Parents are encouraged to contribute to children's 'learning journeys'. The early years staff work with a range of agencies, such as the speech and language therapy services,

to support children's needs.

- All safeguarding and welfare requirements are met. There is appropriate paediatric first aid provision, risk assessments are carried out and the early years area is safe and secure.
- The early years leader is relatively new to the role. She has a clear understanding of the strengths and areas for development in the early years. However, support and training is required to further develop the leadership of the early years, including the monitoring of the teaching and learning.

School details

Unique reference number	135075
Local authority	Worcestershire
Inspection number	10025402

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Mrs Penny Cooper
Headteacher	Miss Angela Crawley
Telephone number	01562 67742
Website	www.suttonparkcommunity.co.uk
Email address	office@suttonpark.worcs.sch.uk
Date of previous inspection	7–8 November 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Sutton Park Community Primary School is an average-sized school.
- The proportion of disadvantaged pupils, those who are supported by the pupil premium funding, is average.
- The proportion of pupils from minority ethnic groups is well below average.
- The school has a specialist language unit.
- The proportion of pupils who have special educational needs and/or disabilities is slightly above the national average. The proportion of pupils who have statements of special educational needs or education, health and care plans is above the national average.

- A breakfast club is run for the pupils.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress in reading, writing and mathematics for pupils by the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Some of the observations were carried out jointly with the headteacher.
- Inspectors met with pupils, heard a selection of pupils read and observed pupils at breaktimes and lunchtimes.
- Inspectors met with the headteacher, the leader of provision for special educational needs, the early years leader and middle leaders with subject responsibilities. The lead inspector met with members of the governing body and spoke to a representative of the local authority.
- A range of pupils' books from all year groups and a range of subjects were looked at.
- A number of documents were considered, including the school's self-evaluation and improvement plans. Inspectors also considered information about pupils' progress, behaviour, attendance and safety.
- Inspectors took account of 57 responses on the Ofsted online questionnaire, Parent View. Inspectors spoke to a number of parents before school. There were 80 responses to the online pupil questionnaire which were considered.
- Inspectors reviewed 26 responses to an inspection questionnaire returned by staff.

Inspection team

Ann Pritchard, lead inspector	Her Majesty's Inspector
Sarah Ashley	Ofsted Inspector
Michael Appleby	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017