Headteacher Mrs E Gore-Rowe

The Brook
Sutton-in-the-Isle
Ely
Cambridgeshire
CB6 2PU

25th April 2019

Dear Parents/Carers,

OFSTED inspection report

Accompanying this letter you are receiving a copy of the Ofsted report from the full inspection that took place 26-27 March. Thank you to all parents and carers who took time to complete the Parentview questionnaire, to speak with inspectors and who supported the school during the inspection. Alongside the report, there is also a copy of an overview of our Post Ofsted Action Plan.

You will see from the report that the school has been judged as 'Requires Improvement', a judgement in line with the school's own self-evaluation before the inspection. I won't repeat in this letter the strengths and weaknesses identified by the inspection team, which are clear in the report, but want to offer some context for the judgement.

You may be aware that the school's last full inspection took place in July 2014, when the school was deemed to be 'Good'. Much has changed in the four and a half year period since then and now, principally changes in curriculum content, changes in the form of assessment (SATs) and staff changes within the school, including the Headteacher. As per Ofsted regulations, the school was subject to a one-day inspection in March 2018; that inspection could not change the 2014 judgement of 'Good', but it flagged up a number of concerns, all of which were picked up as part of the recent inspection. Pleasingly, two of the three key concerns raised in 2018 – 'attainment in Maths' and 'support for disadvantaged pupils' – have now been identified as strengths. However, the third area – attendance – has only seen partial improvement.

In its opening statement, the report outlines how 'turbulence in staffing has limited leaders' capacity…', the context of which is more than 10 key teacher staff changes in the last 9 months, all for various and legitimate reasons; this includes change of English, Maths and Early Years Leaders, SENDCo and Headteacher, as well as no longer having an Assistant Headteacher. These significant changes were also alongside class structure change and a reduction in support staff which came into effect in September and therefore necessitated considerable management and key behaviour management changes which are now having an impact.

While there is much work ahead for the school as it improves, the inspection highlights that the Headteacher's leadership is responding to the identified challenges, whilst taking the school in the right direction.

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This includes: facilitating transformational leadership of support for disadvantaged pupils; improving the provision for pupils with Special Educational Needs; a strong focus on values and behaviour management systems which are having an impact; creating a cohesive leadership team that is developing staff members' skills. However, in many cases it is too early to be able to demonstrate sustainable impact, without which a 'Good' judgement was not possible.

What can you do to help?

"It takes a village to raise a child" is an African proverb that talks about the role that the wider community has to play in the development of a good education in its widest sense.
As well as continued support and engagement with the work of the school, there are three key aspects where parents and carers can help.

1) There is currently a vacancy for a Parent Governor. This was advertised last term, but there were no nominations. The work of the governors is important in supporting and challenging the school, monitoring its progress and ensuring that it meets standards. This is a vital role in maintaining links between the parent community and leadership of the school. The work is voluntary, but very rewarding. Please get in touch by 15th May 2019 if you are interested in becoming a parent governor.

2) In addition to providing verbal feedback to staff members, please do also make use of the 'Comments Book' as well as the comments/questions/suggestions slips that can be posted in the post box by the school office. To further discuss the report and our actions going forward, there will also be three Parent Forum meetings on Monday 29th April 3pm, Tuesday 30th April 8.45am & Wednesday 1st May at 5pm.

3) One of the most persistent problems, as identified in 2018, is pupil attendance.
Can I please remind all parents/carers that there are very strict guidelines to inform how term time absence is challenged; term time holidays can only be authorised under exceptional circumstances. The other persistent issue is illness and medical appointments, which although often unavoidable, the school has a duty of care to work with families to reduce this wherever possible. It may seem that individual absences will have little effect on overall attendance figures, but all these absences together accumulate into a large impact on the school's attendance figures – hence the Ofsted judgement.

The Governors recognise that this year has been a time of change and adjustment. We are grateful to the entire school community – staff, parents and children – for their continued support as the school continues on its improvement journey. As ever, I am always happy to be contacted by members of the school community, which you can do via the school office.

Yours faithfully

S. Davis

Stuart Davis
Chair of Governors

Post Ofsted Action Plan: Overview April '19

Many of the priorities outlined in the report already have action underway and some require further action as a priority. The actions in response to the numbered points in the report are outlined below:

1) Teachers and leaders hold Half termly **Pupil Progress Meetings** to discuss the progress of individual/groups of pupils and strategies to address slow progress (e.g. in class targeting/intervention) [ongoing]
2) Closer work with other schools and the Local Authority in order to increase the pace of improvements. Further work to involve parents in the work of the school. [ongoing]
3) **Subject Leader** training and development programme [ongoing, 6-12 months]
4) In the **Early Years** class teaching arrangements have been reorganised for a third (and final time) and has enabled better quality of provision and increased stability.
   - Changes to class structure to be planned and communicated in good time in order to everyone to be prepared and confident.
   - Continued support from the Local Authority and work with other schools to ensure improvements continue and increase in pace.
   - Further support and training for staff in effective learning through play and making better use of assessment information. [3 months]
5) **Redesigned lunchtime provision** to ensure that all pupils benefit from the Sports enrichment activities goes live 29.4.19. New Sports Premium plan enables closer monitoring of spending by governors.
6) **Quality of Teaching Learning and Assessment:**
   - Coaching and development programme for all staff, alongside increased monitoring and feedback ensures that teachers are clear on how to improve their practice.
   - Sharper focus from leaders on the pace of lessons and pitch of challenge as well as how curriculum time is spent, and ensure that every opportunity to further deepen learning is taken.
   - Whole school focus on attitudes & behaviour for learning in the classroom ensuring time is not lost in lessons and all children demonstrate high levels of engagement and motivation and appropriate levels of noise in activities.
   - Clearer assessment guidance for staff alongside half termly moderation to ensure all assessment judgements are sound.
   - Revised planning approach, allows staff to more precisely focus on the teaching sequence and steps in each lesson. [6 – 8 weeks]
   - Training for staff in how to explain and demonstrate concepts through clear modelling [May]
   - Increased writing opportunities allows pupils to apply and consolidate their skills [ongoing]
7) **Teaching of Phonics & Early Reading:**
   - Phonics & Early Reading training (including for temporary staff) that had been postponed due to ill health to go ahead, making use of the new resources & strategies for helping pupils make better progress in phonics and early reading stages.
   - Intervention programme for identified pupils ensures that all make good progress and achieve the standards of which they are capable.
   - Further training for staff and regular reading workshops for parents to increase the range of texts and ability to support and challenge children in their reading.
   - Extension of the 'Reading Owls' (previously BRP) volunteer programme, allowing children to read aloud more frequently in school.

School report

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Sutton Church of England VC Primary School

The Brook, Sutton, Ely, Cambridgeshire CB6 2PU

Inspection dates 26–27 March 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Turbulence in staffing has limited leaders' capacity to maintain a good quality of education since the previous inspection.
- The leadership team is recently formed. Leaders are new to their roles and not in a position to take full responsibility for some aspects of school improvement work. New developments are at an early stage and have not had a substantial impact.
- Subject leaders are new to their roles. They do not have a full understanding of the areas they are responsible for. Systems for checking the quality of curriculum provision are not properly in place.
- The quality of teaching is variable. Not all teachers have the same high expectations for their pupils' achievement. They do not move pupils' learning on soon enough when they show that they have understood.
- The behaviour of some pupils in lessons is poor. This is usually because the work lacks challenge or it has not been explained clearly.
- Phonics teaching is not secure. Some staff lack the subject knowledge and skills to ensure that phonics is taught well.
- Despite improvements in attendance for some groups of pupils, overall attendance remains low.
- Planning in early years is insufficiently focused on children's next steps for learning. Consequently, teaching is not good and children do not make strong progress, especially in the activities that they choose for themselves.
- Assessment practice is inconsistent. Teachers and leaders do not have an accurate picture of progress for all pupils.

The school has the following strengths

- Leaders' work has ensured that pupils' personal development and welfare are good. Pupils say that the respect and values assemblies have improved behaviour.
- The teaching of mathematics, particularly for pupils in Year 5 and Year 6, has improved since the last inspection.
- The governing body is committed and experienced. Governors offer school leaders well-judged challenge and support.
- Teaching and learning for disadvantaged pupils have strengthened. There have been measurable improvements in their attendance and attainment.

Key Strength · good practice/ strength · Some good practice/ early signs of impact - more work to do. · requires improvement as a key priority · ineffective - urgent work required

Full report

What does the school need to do to improve further?

- Strengthen leadership and management, by:
  - training and coaching senior leaders to lead on aspects of school improvement work, so that leadership responsibility is distributed further
  - continuing to develop the role of subject leaders, so that they have the skills and subject knowledge to secure the progression of skills and knowledge across the curriculum
  - developing the school's assessment system across all curriculum areas, so that senior managers and subject leaders can readily check progress for individuals and groups of pupils and evaluate the effectiveness of teaching and the curriculum.
- Continue to improve teaching and learning, through:
  - ensuring that teachers consistently apply the same high standards for learning and behaviour in all year groups and across all subjects
  - securing consistently precise planning, so that the work set meets the needs of all pupils and ensures that they make good progress
  - ensuring that phonics is well taught, so that all pupils are able to make good progress in developing their early reading skills.
- Improve leadership in the early years, to ensure that:
  - continuity of teaching is improved, and the quality is consistently good
  - all staff know how to accurately assess what children can do and are able plan effectively for their next steps in learning
  - independent play activities are purposeful and linked to specific areas of learning.

Inspection judgements

Effectiveness of leadership and management	Requires improvement

- There have been a considerable number of staffing changes since the last inspection. This turbulence has created a legacy of inconsistent expectations among teachers and support staff leading to variable outcomes. Some pupils are not making the progress of which they are capable.
- The headteacher has appointed a new senior leadership team and is focused on making the improvements that are necessary. Despite some clear signs of positive impact, the pace of change has not been fast enough. There is much to do and the majority of parents and carers would not recommend this school to others.
- The local authority has supported the development of important leadership roles such as in the early years and for English and mathematics. These leaders are developing a more rigorous approach to monitoring the quality of teaching and are starting to introduce new curriculum initiatives.
- Planning for a progression in knowledge and skills in subjects other than English and mathematics (the foundation subjects) has not been a high priority in school improvement planning. Foundation subject leaders do not have a clear view of how effectively their subjects are being taught and whether pupils are making the progress that will enable them to succeed.
- Decisions that changed the organisation of the Year 1 and Reception classes were made before the headteacher's arrival in September 2018. The justification for these changes was not communicated in a sufficiently clear and timely manner and they have consequently caused considerable concern among parents. Further staff changes within these classes have increased instability and contributed to unevenness in the quality of teaching.
- The school has significantly changed its approach to the way that it manages its provision for pupils with special educational needs and/or disabilities (SEND). Developments such as extra support in the nurture room for pupils with social and emotional needs and specific training for teaching assistants are improving provision for pupils with SEND. The new special educational needs coordinator (SENCo) has worked closely with the local authority, which has provided guidance on interventions and strategies. The SENCo supports teachers in planning for learning to ensure that teaching and the curriculum for pupils with SEND are appropriate and effective.
- Since the last inspection, there has been a stronger focus on the needs of disadvantaged pupils. The school has appointed a dedicated lead for this group of pupils and a 'champion' to act as their advocate. This team has ensured that pupil premium funding is used more effectively to provide support and ensure equality of opportunity for disadvantaged pupils. The enhanced provision, which includes additional in-class support, nurture and booster teaching, is continuously assessed with leaders targeting improved progress for disadvantaged pupils. The school's strategies are bearing fruit, with current assessments showing that in Year 6, all disadvantaged pupils are making better progress from their starting points.

- Improved dialogue with the parents of disadvantaged pupils has resulted in attendance for this group increasing considerably. The rate of persistent non-attendance has also decreased and is now more closely aligned with national figures.
- The school uses additional funding from the physical education (PE) and sport premium to promote healthy lifestyles and to enable pupils to take part in inter-school tournaments. The funding has also been used to provide new playground equipment, as well as a sports coach who offers a range of additional physical activities at lunchtimes. However, the school does not monitor the impact of this spending sufficiently closely to ensure that all pupils benefit from this provision and that it provides good value for money.
- Memorable trips and learning opportunities, celebratory displays and engaging assemblies all make an effective contribution to pupils' spiritual, moral, social and cultural development. For example, in an assembly about teamwork, pupils were able to identify the main message about trust and relate this to other known values such as perseverance and thankfulness. They engaged in the discussions and listened carefully to each other. Pupils are using the vocabulary of values with increasing frequency and say that this emphasis is having a positive impact on their behaviour.
- Newly qualified members of staff are well supported by the school. They are assigned mentors and their training needs are carefully considered. They receive a good-quality induction.

Governance of the school

- Governance is a developing strength. Governors represent a wide range of skills and experience and use their knowledge to provide increasingly effective challenge and support. In this way, governors celebrate the school's strengths as well as identifying weaknesses and areas for improvement.
- Governors have been well supported by the local authority, which recently reviewed their effectiveness and suggested important areas for development. Governors responded rapidly and put in place new systems and processes as a result. Their understanding of the school's development needs is accurate. They have systems in place that allow them to regularly check on pupils' learning and on progress in specific areas of the school's development plan.
- Governors have audited their training needs and taken steps to ensure that they are up to date with all aspects of school life. Governors are mindful of their legal obligations, particularly in regard to safeguarding, and ensure that these are properly met and that systems are fit for purpose.

Safeguarding

- The arrangements for safeguarding are effective.
- The leadership team has made sure that staff understand their safeguarding responsibilities. Staff are vigilant and proactive. The school works closely with parents, carers and other agencies, such as the local multi-agency safeguarding hub, to ensure that pupils are kept safe.

- Leaders have ensured that appropriate staff training is in place. Safeguarding issues are discussed as necessary in staff meetings. The school's record keeping is appropriate and staff are able to use the web-based reporting system. Historical records are stored securely.
- Governors check safeguarding procedures. They are aware of their development needs and have accessed training appropriately. Governors have ensured that recruitment processes are secure, and legal requirements are met.
- The large majority of pupils feel safe in school and say that there are adults they can talk to if they are worried. Pupils agree that there is some bullying and discriminatory behaviour, though believe this is reducing. Participation in anti-bullying week and regular internet safety sessions contribute to pupils' well-being and their view that, 'it is quite a calm school now,' and, 'it is improving a lot.'
- The school site is maintained with pride and care. The premises provide a safe environment, and pupils, when outside, are appropriately supervised.

Quality of teaching, learning and assessment — Requires improvement

6

- Teaching in the school is not good. Leaders' recent actions are beginning to have the intended impact, but they have not secured consistency in practice across the school. Staff turbulence has contributed to the difficulties regarding this. In some year groups, teachers' expectations are not high enough. Teachers are insufficiently clear about the specific actions needed to improve pupils' progress. Curriculum time is not always well used and there are misconceptions within the assessment system. These factors impede pupils' progress.
- Pupils' learning is sometimes laboured, and time is not well used. Where progress is weak, teachers do not explain and demonstrate sufficiently clearly, and pupils are unsure about what is expected of them. Often pupils are slow to start work and, because teachers do not insist, they do not listen carefully to instructions.
- Teachers' planning is not sufficiently precise and often more thought is given to the activity than what it is that pupils need to learn. As a result, planned activities do not match the learning objectives. For example, in a Year 2 mathematics lesson, pupils were engaged with the practical activity, but there was little evidence of challenge and the elements of the lesson did not follow sequentially. Pupils did not grasp the links between the activities and their understanding of fractions was not deepened. In such instances, learning time is wasted.

7

- Phonics teaching requires improvement. Regular checking of how well pupils are doing has allowed teachers to identify gaps in pupils' learning and group them according to need. Engaging strategies are used in some groups, but not consistently. Consequently, many pupils do not participate fully. Some staff lack sufficient knowledge of how to teach phonics and do not correct pupils' mistakes.
- The teaching of early reading skills is not yet secure for all pupils. Less able pupils in Year 1 and Year 2 are not able to properly use their phonics skills to break words down into shorter sounds to read them. Inspectors found little evidence to suggest that these pupils read frequently to adults in school or that they are encouraged to take their

books to share at home. Opportunities to practise and develop higher level reading skills are limited.

- In key stage 2, leaders have introduced a scheme aimed at improving pupils' vocabulary and encouraging them to make better word choices in their writing. This is having a good impact, with evidence of Year 6 writers using an increasingly sophisticated vocabulary. Pupils are enthusiastic about this learning. The recent focus on handwriting is also showing positive signs, with more pupils joining their letters and growing improvements in the presentation of work in books.
- Pupils generally think that teachers set work that challenges them. This is not the case throughout the school. There is good evidence of strong writing and mathematics work in Years 5 and 6, and teachers' assessment of pupils' work matches the standards observed in books. In other year groups, it was not clear that the most able pupils were stretched with their learning, and they were not working at the higher standard of which they were capable. In these instances, the pitch of learning is not sufficiently high for the most able.

See 6

- Improvements in writing mean that pupils are joining their letters at an earlier stage. By the end of key stage 1, pupils have had the opportunity to write in a variety of styles, such as reports and instructions. The evidence in Year 2 writing books is that many pupils are using correct punctuation and phonetically plausible spellings for their age.
- Much of the curriculum is taught through a topic approach, where artwork and creative writing are flourishing. In key stage 2, recent work on the Romans has produced some intricate mosaics, and fenland watercolour paintings on display are carefully executed and illustrate increasing artistic control. Writing on themes such as the Littleport riots and plastics pollution that have been developed through topics, demonstrates that pupils are making links between their learning and are capable of thoughtful work across a variety of subjects.

Personal development, behaviour and welfare — Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils said that their teachers listen carefully to them and that they feel safe in school.
- Pupils' needs are managed appropriately. The school is developing partnerships with parents who may require help and support with their children's medical or emotional issues. As a result, there is clear evidence of improvements in their behaviour and attendance, resulting in their better progress and more positive attitudes to learning.
- Pupils enjoy school. They uphold the school's values and see improvements in their behaviours. They understand the importance of being respectful to others. Throughout the inspection, pupils were happy to talk about learning and those aspects of school they most enjoy.
- Pupils have a good understanding of how to keep themselves safe. The recent leadership focus on online gaming has supported parents and guided pupils into making informed decisions about age-appropriate sites on the internet.

- Pupils make a positive contribution to school life. Older pupils enjoy the responsibility of additional roles, such as setting up for assemblies and supporting younger pupils through the 'buddy' system.

Behaviour

- The behaviour of pupils requires improvement. Parents have mixed views about the school's approach. A large minority are concerned about behaviour and bullying. The headteacher has introduced a new behaviour policy which is starting to show evidence of improvements being made. An analysis of incidents led to specific training in managing and de-escalating challenging behaviour. As a result, the frequency and severity of incidents of poor behaviour have reduced.
- see (6) Pupils say that behaviour is getting better, but also express their concerns about some classrooms being too noisy. Pupils' behaviour varies between classes according to the quality of teaching. Where behaviour is poor, pupils lose interest, are easily distracted and are reluctant to start work. In these instances, their progress is limited.
- During the inspection, pupils were seen to be kind to each other, thoughtful and respectful. Their behaviour at playtime was considerate. They shared toys and equipment and did not allow their games to spill over into other's play spaces. Pupils behaved well in the dining hall and enjoyed the company of their parents who had joined them for a Mothers' Day lunch.
- The school uses an increasing range of strategies aimed at improving attendance. Regular checking of attendance data enables the leadership team to identify pupils and families that are of concern, and to act swiftly to provide support. This positive approach and the use of awards reinforce the importance of good attendance. The rate of persistent non-attendance has reduced considerably and attendance for disadvantaged pupils is much improved. However, overall attendance remains below the national average.

Outcomes for pupils — Requires improvement

- In 2018, key stage 2 pupils' attainment at the expected standard in reading, writing and mathematics was closely aligned with the national averages. For the third consecutive year, an increased number of pupils reached the expected standard in all three subjects combined. However, overall progress for the majority of Year 6 pupils, including the most able, remained either average or below average. *
- Pupils' attainment at the end of Year 2 in reading, writing and mathematics was also close to the national averages at both the expected standards and at greater depth. School leaders are starting to use their assessment information to target teaching in order to achieve more ambitious targeted outcomes in 2019.
- Teaching is not consistently good, and thus the progress for current pupils in reading, writing and mathematics both within and across year groups is variable. However, work in books and current assessment information indicate that pupils in upper key stage 2 are making stronger progress than before. A larger proportion of pupils are now working at the higher standard in reading and mathematics. *

* see (6)

- Disadvantaged pupils are making better progress than in previous years. This is because the school is doing more to support the needs of this group of pupils. Additional funding is being used increasingly effectively, and the gap between disadvantaged pupils' attainment and that of other pupils is diminishing.
- 7 The outcomes of Year 1 pupils in the national phonics screening check fell below the national average last year. Phonics outcomes require improvement. Teaching is inconsistent and subject knowledge is not strong. Staff absence has resulted in urgent training in phonics being postponed.
- Generally, pupils enjoy reading, and those in key stage 2 are being guided well in developing their comprehension skills. Pupils and adults are positive about the recent focus on developing vocabulary. There is strong evidence to suggest that this is having an impact and improving pupils' written work. For example, pupils' spelling is largely accurate and their vocabulary selection more ambitious than earlier in the year.
- 7 In key stage 1, pupils use reading scheme books which are linked to phonic development. However, the least able pupils lack sufficient phonic knowledge to enable them to read fluently. Despite being able to sound words out, they tend to guess and are not developing higher order reading skills.
- In some areas of the curriculum, pupils make good progress with their learning. For example, older pupils have been writing to penfriends in French. They are able to write about their friends, families and school communities. Their use of vocabulary is good and their pride in presentation is evident.
- The school has enthusiastic and creative teachers who have developed exciting and accessible aspects of the curriculum. For example, the recent science week enthused and engaged many pupils in making working models. In science, as well as for other subject areas, the assessment of pupils' progress is at an early stage of development.

Early years provision **Requires improvement**

- Children join Reception Year with broadly typical skills and knowledge for their age. The proportion of children who go on to attain a good level of development at the end of their Reception Year has been consistently close to the national average since 2017. 1+6 They enjoy their learning, but do not make all the progress of which they are capable.
- 4 Staff changes within early years have presented challenges in ensuring consistency in teaching and in addressing areas of underperformance. Staff lack the confidence to teach effectively in a mixed-age Reception and Year 1 setting.
- 4 The staff team does not have an accurate understanding of what children know and can do and how to use this knowledge to plan for the next steps in children's learning. School leaders have identified improvements in the quality of observations and assessments made by teachers and support staff, but the accuracy of assessment is not yet good.
- Phonics teaching in early years has some strengths. Children were engaged in their learning, and enjoying the familiar routines of these sessions. When learning was strongest, teachers used effective strategies for learning. Lack of writing opportunities means that children's learning in phonics is not extended, and they are not challenged to make more progress. 6

- The effectiveness of teaching in early years is mixed because staff do not make the most of the learning environment. When working directly with adults, children have the opportunity to extend their language and mathematical skills. However, the outdoor learning provision contains too much play that is not linked to learning. Children do not have the chance to apply their knowledge and understanding in other contexts. There have been recent improvements in the quality of the indoor space, which is bright, welcoming and well resourced.
- Children with additional needs are well supported in the setting. Relationships between adults and children are good. The children play well together and are considerate of others. They understand when they must be quieter during the less structured activities so that they do not disturb the older children's learning.
- The teaching arrangements in early years have been adapted to enable adults to provide age-appropriate learning opportunities. The learning environment is now more engaging for children and the developing layers of challenge are starting to have a positive impact on their progress.
- Following support from the local authority, leadership in early years is improving. Leaders now have a detailed plan that has identified key areas for improvement. Safeguarding arrangements in early years are secure.

School details

Unique reference number	110802
Local authority	Cambridgeshire
Inspection number	10054366

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	312
Appropriate authority	The governing body
Chair	Dr Stuart Davis
Headteacher	Mrs Emily Gore-Rowe
Telephone number	01353 778351
Website	www.sutton.cambs.sch.uk
Email address	head@sutton.cambs.sch.uk
Date of previous inspection	20 April 2018

Information about this school

- The school is slightly larger than the average-sized primary school.
- The headteacher took up her post in September 2018 and subsequently appointed the current leadership team.
- The proportion of pupils eligible for the pupil premium is below the national average.
- The percentage of pupils with SEND is much lower than for most primary schools nationally. The proportion with an education, health and care plan is average.
- The majority of pupils are White British. The proportion of pupils from a minority ethnic background is low.
- The school was subject to a Statutory Inspection of Anglican and Methodist Schools (SIAMS) in March 2015. Its distinctiveness as a Church of England school was judged to be satisfactory.

Information about this inspection

- The inspectors looked at teaching in all classes. They were joined by the headteacher, deputy headteacher and senior leaders for many of these observations.
- Pupils were observed during assembly and at playtimes. They were spoken to informally in the classroom and during lunchtimes. Inspectors also held formal meetings with groups of pupils. They discussed their learning and opinions about issues such as behaviour. Inspectors also listened to pupils read. Throughout the inspection, inspectors checked work in a wide range of pupils' books.
- Discussions about school activities were held with governors, a representative from the local authority, the headteacher, deputy headteacher and staff members, including the SENCo.
- The inspectors reviewed the school's website and looked at a range of the school's documents, including those relating to development planning, assessment, special educational needs, attendance and safeguarding.
- The inspectors spoke to parents in the morning in the school playground. They considered over 70 responses to Ofsted's online questionnaire, Parent View, as well as the 30 responses to the staff questionnaire.

Inspection team

James Richards, lead inspector	Ofsted Inspector
Linda Bartlett	Ofsted Inspector
Kay Tims	Ofsted Inspector

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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.

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Ofsted report and next steps for the school 26.4.19

Vision & Values – Have your say on our direction:

Dear parents/carers,

We feel the Ofsted report is fair & validates our view of the school. Much has been started but there is still work to do & things are now picking up speed.

As you can see from the report and our plan overview there is much already under development, alongside ongoing works to refresh the school inside and out and re-launch our new vision and values statements.

As well as any general feedback you'd like to give us on the report, plan or school in general we'd love your feedback on two key points:

1. What else do you think would further improve the learning experience at Sutton school and help develop excellence for all?

2. Our new vision and values statements are under development - the current draft is on display at the main entrance. In terms of what we deliver for your child in school, what is most important to you? Which values do you think we should instill in all children?

Draft vision tag line: **Raising everyone's game - excellence for all.**

Kind regards,

Mrs Emily Gore-Rowe

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