

# Inspection of Long Sutton CofE Primary School

Martock Road, Long Sutton, Langport, Somerset TA10 9NT

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Inspection dates: 30 and 31 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are rightly proud to attend Long Sutton CofE Primary School. They say the school is a welcoming and happy place. It is. Pupils are polite, well mannered and considerate of others. All pupils are included and well cared for. This is highly valued by parents. The school motto, 'learn to love and love to learn', is well known by pupils. They know how this, alongside the school promises, help them to be successful.

The school is ambitious for all pupils to learn well across the curriculum. Staff take time to build warm and secure relationships with pupils. This helps them to learn well in a calm and nurturing environment. The school has worked with families to improve attendance. As a result, pupils attend well.

Pupils benefit from a range of experiences. There are many opportunities to develop pupils' talents and interests. Popular clubs include the society for deeper thinking, and choir. The residential trip is valued by pupils. They say it helps them to develop personal skills and resilience. Pupils know they make a difference to their school. They are keen to take on leadership roles such as school councillors and well-being ambassadors.

## **What does the school do well and what does it need to do better?**

The school has designed an ambitious curriculum. This is underpinned by the promotion of oracy and reading to benefit all pupils. The school has taken steps to develop the curriculum to ensure pupils learn well over time.

Where subjects are well established, the school has identified the precise knowledge it wants pupils to learn. For example, in mathematics, the precise knowledge is taught in a progressive order, starting in the early years. This prepares pupils well for their next stage of learning. Within a small number of subjects, the school has not identified with enough precision the small steps of knowledge it wants pupils to know and remember, starting in the early years. As a result, some pupils develop gaps in their knowledge. They are prepared less well for future learning.

Subject leaders check how well pupils learn the curriculum. Staff training is used effectively to support the teaching of the curriculum. For example, staff explore texture using different medias in art before teaching the next unit of study. The curriculum design ensures pupils revisit prior learning through retrieval opportunities, such as the 'quiz box'. This helps pupils to remember important knowledge. Assessment is used to check what pupils know and remember. This informs teachers about any curriculum adaptations needed to help pupils.

The school ensures that pupils with special educational needs and/or disabilities (SEND) get the support they need. These pupils benefit from early identification. Learning is adapted to help them access the same curriculum as their peers.

Reading is at the heart of the curriculum. The school has considered carefully how books enhance teaching across subjects. Selected texts cover a range of genres as well as promoting pupils' understanding of different cultures. Pupils value reading and take pleasure in sharing their favourite books. The school supports pupils to learn to read well. Assessment is used to identify and support pupils who need to catch up. Pupils read books that match the sounds they know. This supports pupils to develop their fluency in reading.

Children in early years get off to a strong start. A smooth transition when starting school is a priority. Older pupils are nominated as 'buddies' to help the youngest children settle well, which they do. Children enjoy the learning environment. They are provided with learning opportunities to promote curiosity. Adults help children to deepen their understanding. For example, children are supported to explore numbers up to 10 using coins to buy food on the menu at the role play café.

Pupils behave well. They know the school routines and expectations both in lessons and around the school. Pupils understand that the behaviour system helps them to be successful. The school provides additional support for pupils who might struggle to manage their behaviour.

Pupils' wider development is a strength. Pupils are supported to develop their understanding of equality and diversity. They are taught how to keep safe both online and in the wider world. For example, pupils learn about the dangers of drug and alcohol use. Pupils are well prepared for life in modern Britain. They have a lived experience of democracy through pupil leadership role elections. Pupils share their knowledge of respect and tolerance of others with confidence.

Staff feel well supported by school leaders and governors. Training opportunities are promoted to all staff so they can develop professionally. Governors know the school well. They fulfil their statutory responsibilities effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, the school has not identified with enough precision the knowledge they want pupils to know and remember. As a result, some pupils have gaps in their knowledge and so they are less prepared for their next stage of learning. The school must ensure that across all subjects the precise knowledge pupils need to learn is identified and taught progressively from early years to Year 6.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	123835
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10297938
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Emily Bowditch
<b>Headteacher</b>	Elizabeth Reynolds
<b>Website</b>	<a href="http://www.longsuttonprimaryschool.co.uk">www.longsuttonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	27 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is designated as having a religious character. The school is in the Diocese of Bath and Wells. At the most recent section 48 inspection of the school, carried out in November 2016, the school was judged to be outstanding.
- Long Sutton CofE Primary School is smaller than the average-sized primary school. Pupils are taught in four mixed-age classes. Twenty-two children currently attend the pre-school. The pre-school accepts children from two years old.
- The school does not use any alternative provision.
- The school provides a before- and after-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke with school leaders, subject leaders, parents, pupils, governors, a representative from the local authority and a representative from the diocese.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders and pupils about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to pupils read to a trusted adult.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school.
- The inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents. The inspectors considered comments made by parents online during the inspection and met with some parents at the start of the second day. There were no responses to Ofsted's pupil or staff questionnaires.

## Inspection team

Esther Best, lead inspector

His Majesty's Inspector

Sean Millar

Ofsted Inspector

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