

Inspection of Long Sutton County Primary School

Dick Turpin Way, Long Sutton, Spalding, Lincolnshire PE12 9EP

Inspection dates:	26 and 27 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Sarah Gray. This school is part of Keystone Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Helen Joyce, and overseen by a board of trustees, chaired by Joseph Pignatiello.

What is it like to attend this school?

The school is a place of high expectations and strong values. Staff and pupils strive to improve themselves. Pupils learn the curriculum well. They know that staff value their hard work and effort. Pupils are proud to receive 'STAR' points linked to the school's values of strength, teamwork, ambition and respect. Children in the early years quickly settle into the school. They develop a love of learning and model their play on the teachers, including 'teaching' one another how to read.

The school's work to help pupils look after their mental health is excellent. Pupils learn about strategies that they can use to look after themselves. The school provides them with opportunities to discuss important issues sensitively as well as to understand the science of mental health. Pupils value these opportunities. They understand how this helps them to respect themselves and others.

The work to support pupils' well-being has coincided with an improvement in pupils' attendance and behaviour. Pupils behave well. They are polite. Classroom environments are calm and purposeful. Pupils enjoy coming to school and attend well. They know there are adults available to help them with any concerns or worries they may have.

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

The school has redesigned the curriculum to ensure that it is ambitious and sets out clearly what pupils should learn and when. Children start to develop their understanding of the world around them from the early years onwards. They are well prepared for key stage 1 when they begin to study national curriculum subjects. Pupils recall their recent learning, and in some subjects, key knowledge and concepts from previous terms and academic years. They enjoy talking about scientific experiments and their knowledge of space. Pupils become experts in the work of important artists and the techniques that those artists used. In some subjects, however, pupils do not recall their prior learning as well. This is particularly the case in relation to the most complex aspects of the subjects that pupils study, such as how to think like a scientist.

Most of the time, teachers check pupils' understanding well. They often identify when pupils have not developed their knowledge and adapt their teaching to address this. However, this is not consistently the case. In some subjects, the school has not identified gaps relating to pupils' prior learning. In these subjects, pupils do not build their knowledge as securely as they could.

Pupils develop a love of reading. The school has ensured that the time pupils spend reading at school is enjoyable and purposeful. Children begin to learn to read as soon as they start in the Reception Year. Those who have attended the Nursery are well prepared to start their reading journey. Throughout their time in school, pupils read a carefully selected range of texts, including fiction, non-fiction and poetry. Pupils at risk of falling behind their peers are quickly identified and helped to keep up.

The school has an inclusive ethos. The oversight of the provision for pupils with special educational needs and/or disabilities (SEND) is robust and supportive. Pupils' needs are promptly identified. Staff have the information and skills that they need to adapt their lessons skilfully so that pupils with SEND make progress through the curriculum.

Pupils are respectful to one another. They form positive relationships with caring staff. Pupils who need extra help to manage their emotions receive the support that they need. The school takes a thoughtful approach to managing pupils' behaviour and attendance. Staff know pupils well and work with them to ensure that they feel comfortable at school.

Pupils broaden their personal and social horizons. They develop their leadership skills as they become school councillors, eco-councillors and playtime leaders. Pupils gain a secure understanding of fundamental British values and protected characteristics. They improve their skills of communication and reflection through regular opportunities for debate and discussion. Pupils develop their talents and interests, including by taking part in craft, singing and archery clubs. They build their confidence as they participate in residential trips, such as the Year 6 visit to London.

Leaders are proactive in improving the quality of education that the school provides. The school and the trust provide a range of training that enables staff and those responsible for governance to develop their practice and fulfil their roles effectively. Significant improvements have been achieved in relation to the curriculum, pupils' behaviour and attendance. There are times when the school does not identify areas for improvement clearly. On these occasions, the school cannot bring about improvements and support staff as well as it could.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the checks on pupils' knowledge do not enable teachers to be clear about what pupils do and do not know, particularly in relation to pupils' prior learning. As a result, some gaps in pupils' knowledge are not identified and pupils do not build their knowledge as well as they could. The school should ensure that checks on pupils' understanding provide teachers with the information they need in order to fill any gaps in pupils' knowledge.
- The school's monitoring and evaluation of the quality of some aspects of its work are not as effective as they could be. This means that, on a small number of occasions, areas for development have not been identified. The school should ensure that the clear oversight it has of most aspects of the school's provision is replicated elsewhere so that the school can continue to develop the quality of education that it provides.

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

Unique reference number	147566
Local authority	Lincolnshire
Inspection number	10347688
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	434
Appropriate authority	Board of trustees
Chair of trust	Joseph Pignatiello
CEO of the trust	Helen Joyce
Headteacher	Sarah Gray
Website	www.longsutton.lincs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined Keystone Academy Trust in November 2019.
- Long Sutton County Primary School converted to become an academy in November 2019. When its predecessor school, with the same name, was last inspected by Ofsted, it was judged to be good overall.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- Inspectors met with the headteacher, other leaders, staff, the chair of trustees, the CEO, the chair of the local governing board and other governors.
- Inspectors carried out deep dives in reading, mathematics, art and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with subject leaders, reviewed samples of pupils' work and visited lessons in other subjects. They talked to pupils about their learning across the curriculum.
- Inspectors met with leaders responsible for pupils' behaviour and attendance and pupils' personal development. They also met with leaders responsible for the provision for pupils with SEND.
- Inspectors met with the leader responsible for the early years, visited the early years and spoke with children.
- Inspectors met formally and informally with groups of pupils.
- 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.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They met with parents in person at the school gates. Inspectors also considered responses to the online surveys for staff.

Inspection team

Matthew Fearn-Davies, lead inspector	His Majesty's Inspector
Jamie Nairn	Ofsted Inspector
Elizabeth Mace	Ofsted Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024