

# Inspection of Sutton Manor Community Primary School

Forest Road, Sutton Manor, St Helens, Merseyside WA9 4AT

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Inspection dates: 6 and 7 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Pupils are happy at Sutton Manor. They enjoy coming to school. Pupils told inspectors that they feel safe. They know that they can go to a trusted adult if they have any worries.

Staff have high expectations of pupils' behaviour and achievements. Pupils, and children in the early years, are polite and well behaved. They get on well with their learning during lessons and they achieve well.

Pupils demonstrate a mature attitude to diversity. They believe that everyone should be treated with respect, regardless of any differences. Staff always deal with any rare incidents of bullying or unkindness promptly.

Pupils enjoy a wide range of after-school sporting activities. They also benefit from trips and visits, which have included art galleries, museums and a visit to the local church. Pupils are encouraged to be school council members. School leaders listen to pupils' ideas about how to make their school even better. The reading ambassadors enjoy helping the younger children to read.

Pupils are keen to support those within their community. They enjoyed singing in the school choir at the local residential home and hosting a hotpot supper for local residents.

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

Leaders have developed an ambitious curriculum which engages all pupils, including those with special educational needs and/or disabilities (SEND). In most subjects, leaders have thought carefully about the specific knowledge that pupils must learn and the order in which this knowledge should be taught. Leaders support teachers effectively so that most curriculums are delivered well. As a result, pupils achieve well in these subjects.

In a few subjects, the curriculum is less well developed. Where this is the case, it is not clear what pupils must know and remember. Consequently, some pupils are not able to recall their previous learning. They cannot build on what they have already learned when they learn something new.

In most subjects, teachers use assessment strategies well to understand what pupils know and can do. In these subjects, they check for gaps in pupils' knowledge and address these promptly. However, in a small number of subjects staff do not address misconceptions quickly enough. This hinders pupils' learning.

Reading is a clear priority across the school. The phonics programme is well ordered and implemented effectively. Teachers encourage children to read right from the start of their time in school. For example, children in the provision for two-year-olds share books with adults and begin to develop a love of reading. Children in the

Reception Year, and pupils in key stage 1, build on this strong start and use their knowledge of phonics to help them read fluently and accurately.

The books that pupils read are well matched to the sounds that they are learning. Teachers quickly help those pupils who fall behind to catch up quickly. Older pupils enjoy reading a wide range of books, including a shared class novel, as well as reading for pleasure.

Pupils, and children in the early years, behave well and have positive attitudes to learning. Across the school, low-level disruption in class is rare. This means that pupils are able to get on with their learning.

Pupils benefit from a variety of after-school enrichment activities, as well as residential trips and visits. Leaders have ensured that pupils have developed a good understanding of British values, such as democracy, tolerance and respect. Pupils live up to these values, including by helping those in their local community.

Staff identify pupils with SEND quickly. Leaders have ensured that the curriculum caters for the needs of all pupils. Staff know how to adapt their teaching to ensure that pupils with SEND follow the same curriculum as others and achieve well.

Governors bring a range of knowledge and skills to their roles. They challenge and support school leaders. They know the school and the local community well. They have a secure understanding of the impact that the curriculum has on pupils' achievement.

Staff, including those who are early in their career, are proud to work at the school. They feel well supported and have access to regular training. They said that leaders prioritise their well-being and are mindful of their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders provide staff with regular training and updates to help to ensure that they all remain vigilant to pupils who may be at risk of harm.

Staff adhere to the school's safeguarding policies and procedures. They know how to spot potential signs of neglect and abuse. They take prompt action to record and report any concerns that they have about pupils. They work well with external agencies to provide appropriate support to pupils and their families, when required.

Pupils know how to keep themselves safe in a range of different ways, including when playing or working online.

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

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

- In a few subjects, leaders have not identified the essential knowledge that they want pupils to know and remember. This means that pupils struggle to recall what they have learned. Leaders should ensure that teachers know what knowledge pupils should gain and when this subject content should be taught.
- In a small number of subjects, teachers do not address pupils' misconceptions quickly enough. This leads to pupils making mistakes. This hinders their learning. Leaders should ensure that teachers are well equipped to spot and tackle misconceptions so that pupils do not acquire gaps in their knowledge.

## 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](#)' 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.

## School details

<b>Unique reference number</b>	104764
<b>Local authority</b>	St Helens
<b>Inspection number</b>	10242212
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ernest Benbow
<b>Headteacher</b>	Monica Gladman
<b>Website</b>	<a href="http://www.suttonmanor.sthelens.sch.uk">www.suttonmanor.sthelens.sch.uk</a>
<b>Date of previous inspection</b>	27 September 2017, under section 8 of the Education Act 2005

## Information about this school

- This school makes use of one registered alternative provider for some pupils.
- This school has a provision for two-year-old children.

## Information about this inspection

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

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other school leaders and members of staff.
- An inspector spoke with representatives of the governing body, including the chair of governors.
- An inspector met with a representative of the local authority.

- Inspectors checked the arrangements for keeping pupils safe. They looked at a range of documentation and spoke to leaders and staff. Inspectors also spoke to pupils about whether they feel safe in school.
- Inspectors carried out deep dives in early reading, mathematics and art and design. For each deep dive inspectors discussed the curriculum with subject leaders, visited lessons, looked at samples of pupils' work, held discussions with teachers and talked with pupils. An inspector observed pupils read to a familiar adult. An inspector also spoke with leaders and pupils about the curriculum in a small number of other subjects.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with groups of pupils about their experiences at school. Inspectors also considered the views of pupils shared through Ofsted's online survey for pupils.
- Inspectors spoke with staff about their workload and well-being. Inspectors also considered the views of staff shared through Ofsted's online survey for staff.
- Inspectors spoke with parents and carers as they dropped their children off at school. They considered the responses to Ofsted Parent View. This included the free-text responses.

### **Inspection team**

Kelly Butler, lead inspector

His Majesty's Inspector

David Lobodzinski

Ofsted Inspector

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