

# Sutton CofE VA Primary School

URN: 109626 | Inspected: 18 November 2025

## Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

## Achievement

Expected standard

Pupils learn and achieve well. They progress through the curriculum successfully, remembering much of what they have been taught. Younger pupils generally secure their knowledge of phonics, mathematics and writing skills to help them learn the curriculum as they move through the school. However, some pupils do not secure the knowledge and skills they need to become proficient writers. This affects how well they apply their writing skills when producing longer pieces of work. Pupils with special educational needs and/or disabilities learn well from their varied starting points. They too develop the important knowledge and skills they need to be ready for the next stage of their education. The school prepares children in Reception effectively for their move to Year 1. On the whole, pupils have the academic and social skills they need to be successful in their next stages.

## Curriculum and teaching

Expected standard

Leaders have strengthened the curriculum and the way it is taught over time. Pupils remember much of what they are taught because new knowledge builds on the solid foundations laid previously. This is true for subjects such as history and science, as well as for English and mathematics. Leaders ensure that pupils receive high-quality teaching to learn how to read. Staff teach a clear and coherent phonics programme skilfully. Similarly, pupils benefit from effective mathematics teaching. This has been a recent focus of the school. Leaders' work in this area is bearing fruit. Pupils secure important mathematical concepts because staff have detailed subject knowledge and explain new ideas clearly. They make regular checks to ensure pupils remember what they are taught. Leaders have recently introduced a renewed writing curriculum. While this is paying dividends, with pupils developing greater quality and consistency in their writing, leaders recognise that more remains to be done. They are taking the right steps to refine the teaching of writing so that pupils secure and develop the knowledge and skills they need to become proficient writers by the time they leave the school in Year 6.

## Early years

Expected standard

# Sutton CofE VA Primary School

URN: 109626 | Inspected: 18 November 2025

Children settle well in the Reception class. They quickly learn the routines of the classroom. This is evident in the way they share, take turns and work together. Children enjoy the warm and caring interactions they have with staff. Not only do these interactions help children feel well cared for and safe, but they also help them to develop the important vocabulary and language they need to be successful. As children find their feet in Reception, they develop their own independence quickly. They look after equipment and their classroom with pride. Children become increasingly resilient when faced with challenges in their learning or play. Children learn to read well. Stories, rhymes and poems are in abundance, and the skilfully taught phonics programme helps children ready themselves for Year 1 as confident readers. At times, children do not benefit from carefully designed activities to help them practise and consolidate their learning. While children benefit from the tasks they complete, leaders know that there is more refinement needed in how activities sharply focus on the most important knowledge and skills children are learning and developing.

## What it's like to be a pupil at this school

Pupils benefit from warm and positive relationships with adults. They bound into school each day with smiles and chat aplenty. They enjoy the company of their friends. Whether playing football, building a sun dial or exploring the forest area, there is much to do in the playground. Older pupils delight in helping and supporting their younger peers whether outside or in the dinner hall. Pupils enjoy their time in school. They rarely miss a day at school; their attendance is high. Staff have a deep and accurate understanding of pupils' individual needs. For example, pupils with special educational needs and/or disabilities benefit from well-tailored provision to overcome barriers they face with their learning. Similarly, staff provide the right care and guidance to pupils who need support to adapt their behaviour. Pupils behave extremely well. They work hard and concentrate in class, readily offering answers to their teacher's questions during lessons. The firmly established culture of respect means that they see one another as individuals. The school's ethos supports pupils to learn and celebrate their own beliefs along with the beliefs and cultures of other people. This helps prepare them well as they step out into the wider world. Pupils benefit greatly from the rich and varied wider opportunities on offer. The 'Sutton Challenge' encourages pupils to help families and neighbours with activities, such as cooking, cleaning and working to reduce energy use. Pupils take great pride in receiving their medals to acknowledge the difference they make in their school and local community.

## Next steps

- Leaders should ensure that teaching enables pupils to understand and apply the writing process confidently, strengthening their grammar, spelling and composition skills across the curriculum.
- Leaders should ensure that the activities children complete in the early years are precisely designed to help children practise, apply and secure their learning across all areas of learning.

## Inclusion

**Strong standard**

Pupils' needs are consistently well identified. Whether at the start of Reception, or if they join the school

# Sutton CofE VA Primary School

URN: 109626 | Inspected: 18 November 2025

mid-year, leaders are quick to pick up any barriers to pupils' learning or well-being. Systems and processes are well developed to ensure that pupils with special educational needs and/or disabilities receive the right support at the right time. For example, the few pupils who have additional support with phonics receive sharply focused sessions that are closely matched to what pupils need to learn. This is because the assessment of pupils' needs is accurate and rigorous. Well-trained staff use assessment information wisely to check on how well strategies and interventions are working. This ensures that pupils consistently receive the most precise support they need. Leaders use the pupil premium funding well to provide both academic and wellbeing support in a timely manner. This supports disadvantaged pupils to learn well and broadens their horizons through a range of different opportunities. Leaders do not hesitate to draw upon external expertise if this is needed to support a pupil. Engagement with families is particularly effective. This ensures that everyone involved in pupils' lives is working together in their best interests.

## Leadership and governance

**Strong standard**

Leaders have an accurate view about

what the school does well

and where more work is needed to make things even better for pupils. They have led the transition of the school from being a lower school to a primary school skilfully over the past few years. They have achieved this while retaining a focus on providing high-quality education and care for pupils. Pupils sit at the very heart of leaders' decision-making.

Staff benefit greatly from a rich professional learning offer. This has had a notable impact on pupils with the quality of the curriculum and how well pupils learn this content. Pupils' success in the wider curriculum has particularly strengthened. Similarly, training and leaders' drive for continued improvement have enhanced the quality of provision in mathematics and phonics. The school is a central part of the local area. Relationships with the community and with parents are very positive. Parents are highly complimentary about the school and rightly place great trust in leaders. Staff are proud to work at the school. They are extremely well supported in terms of their wellbeing and workload. Governors carry out their statutory duties very well. They keep a close eye on the working of the school and know with accuracy what is working well and what needs to improve further. They provide highly effective challenge to leaders but balance this with equal measures of support where this is needed. Personal development and well-being Strong standard Leaders have a deep and detailed understanding of the context of their school. They know that some pupils do not routinely interact with people from backgrounds or with beliefs different to their own. Consequently, leaders take deliberate and highly successful action to ensure that pupils have a well-rounded view and experience of the world around them. As a result, pupils are highly respectful of difference and speak with conviction about why they should understand and respect those who have different beliefs and come from different cultures to their own. Pupils develop into well-rounded citizens as a result of their opportunities and learning about life in and beyond the local community. They benefit greatly from a broad personal, social and health education curriculum that helps them

# Sutton CofE VA Primary School

URN: 109626 | Inspected: 18 November 2025

---

develop as young people. They talk confidently and maturely about topics, such as growing up and the changes they will see and feel in their bodies and minds. Pupils understand the importance of looking after their physical and mental health. The school's 'Talk Time' provides an opportunity for pupils to share worries or concerns with a trusted adult and to find solutions. Staff ensure that pupils understand risks they may face in life as they grow older. This is taught in a highly age-appropriate manner. As a result, pupils have a secure grounding in, for example, how to stay safe online. They know how to spot a potential scam, how to respond to inappropriate contact online or how to report content that may upset or worry them. The school arranges visits, such as the 'Bedford cultural tour' to provide rich opportunities for pupils to develop an understanding of life in modern Britain, while the 'school parliament' gives pupils a voice to ensure that they feel heard and respected and that their opinion matters. Leaders ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities are well represented across these opportunities.

Expected standard

## Attendance and behaviour

**Strong standard**

Pupils' attendance is high. Leaders are forensic in how they monitor attendance. Their laser- sharp focus means that if a pupil's attendance begins to drop slightly, they step in early to get things back on track. As a result, pupils miss very little school. All staff share leaders' sky-high expectations around attendance. Consequently, pupils and their families understand how important it is to be in school on time and attend regularly, which they do. Pupils pay close attention in class and consistently display highly positive attitudes towards their learning. This creates an environment where pupils learn well and progress through the curriculum. The school provides expert guidance for the occasional moments when pupils need support to adapt their behaviour. Social times are abuzz with activity and laughter because adults place great trust in pupils to behave and conduct themselves responsibly and sensibly, even when not directly supervised. Pupils know the value of excellent behaviour, so they do the right thing at all times. They use and share the plentiful, much sought-after, playground equipment with maturity and responsibility.

---

**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/sutton-cofe-va-primary-school-sutton>