



SUTTON ST JAMES C.P. SCHOOL

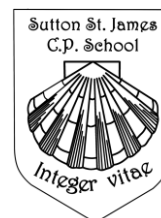
Bells Drove, Sutton St James, Spalding, Lincs. PE12 0JG

Email: enquiries@sutton-st-james.lincs.sch.uk

www.sutton-st-james.lincs.sch.uk

Tel: 01945 440209

Headteacher: Miss Claire Willows



10th July 2026

Dear Parents and Carers,

I am delighted to finally be able to share with you the official findings of our most recent Ofsted inspection, which took place on 2/3rd June 2026. The full report will shortly be published, on the official Ofsted website and it reflects the incredible dedication of our staff, the hard work of our pupils and the ongoing support of our community. Once published a link to the report will be shared with you, but we are proud to attach a copy for you in the meantime

You will notice that Sutton St James CP School has achieved the Expected Standard in six out of the seven areas. In the Early Years, identified as Needs Attention in the report, there were many positives identified. The areas identified for improvement / next steps are already included in our own School Development Plan.

In the context of the current inspection framework, this is a very positive and significant achievement. Achieving the Expected Standard means that the school is fully meeting the rigorous requirements of education and care set out by the Department for Education. It confirms that we are fulfilling our statutory duties effectively and providing the high-quality education our children deserve. We have attached a copy of the Lincolnshire Partnership of Schools Group guide to the New Ofsted framework to support your understanding of the changes. We would like to draw your attention to the following section taken from this guide:

The new "expected standard" is harder to achieve than the old "good"
More schools may fall into "needs attention" than previously "requires improvement"

 Consider:

A school that used to be labelled "Good" might now show a mix like:
Expected standard in some areas
Needs attention in others

That doesn't mean it got worse - it means the bar moved and the reporting got more detailed.

The report identifies many strengths across our school and I have taken the opportunity to share a selection of highlights from each of the inspection areas below:

Achievement

- Pupils achieve well from their starting points.
- Progress is a strength, especially in reading and mathematics, where many pupils make strong gains over time.

Attendance and Behaviour

- Leaders focus on attendance and set high expectations of all pupils
- Behaviour across the school is calm and positive. Pupils follow clear routines and show respect to staff and each other.
- The school uses a clear reward system, which pupils value and understand.
- Pupils feel safe and included.

Curriculum and Teaching

- Leaders provide clear direction for the curriculum and teaching. They have put structures in place to support pupils' learning.
- Phonics teaching secures foundations in early reading. Staff teach phonics in a clear and consistent way.
- Reading has a high priority across the school. The English curriculum helps pupils understand and grasp the foundations of writing.
- The wider curriculum is broad and engaging.

Inclusion

- Leaders create a culture where every pupil feels valued and included.
- Staff support pupils with special educational needs and/or disabilities well.
- Leaders continue to check the long-term impact of support to ensure that all pupils receive the correct support academically and socially.

Leadership and Governance

- Leadership and governance provide a clear vision for the school.
- Leaders keep pupils at the centre of all decisions.
- Leaders understand the school's strengths and know what needs to improve. They set clear priorities and take the right steps to move the school forward while keeping its positive culture.
- Training is a strength.
- Governors know the school well and provide both support and challenge.
- Leaders build positive relationships with parents and the wider community. Parents value the caring ethos and clear communication.

Personal Development and Wellbeing

- Leaders prioritise pupils' personal development and wellbeing. The programme is clear and well planned. It supports pupils to grow in confidence and stay safe.
- Pupils speak very positively about their school. They describe it as kind, friendly and welcoming. They feel safe and supported by staff.
- Pupils also take on leadership roles; they enjoy these roles and take pride in them.
- Staff provide pupils with effective pastoral care by supporting pupils' emotional and physical health.

Early Years

- The learning environment is positive and well resourced.
- Staff build warm relationships, so children feel safe and cared for.

We are also pleased to confirm that safeguarding standards are met. Inspectors found that we have an open and positive culture where safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed, and as a result, our pupils are made safer and feel safe.

We are incredibly proud of our pupils and staff for this outcome and hope as parents you share the same pride as this is an excellent testimony to our amazing community.

Thank you for your continued partnership and support.

Yours sincerely

C. Willows

Miss Claire Willows
Headteacher