

Sutton Bridge Westmere Community Primary School

Address: Anne Road, Sutton Bridge, Spalding, Lincolnshire, PE12 9TB

Unique reference number (URN): 120502

Inspection report: 10 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Needs attention ●

Achievement

Needs attention ●

Pupils' achievement is uneven, although it improved in 2025. National data still shows mixed outcomes for some vulnerable pupils.

Many pupils do not have secure reading, writing or mathematics skills. Weak spelling, handwriting and basic writing skills hinder progress across subjects. Younger pupils often struggle with pencil grip, which affects the quality of their work.

Reading remains a concern for some pupils. The lowest-attaining pupils can blend sounds, but they do not always read fluently enough to keep up with the wider curriculum. A few read books that are too hard, which stops them from building their reading confidence and accuracy.

Across the wider curriculum, progress varies. Pupils do not always remember key knowledge from previous learning. This limits how well they build knowledge over time and affects their readiness for their next steps.

Attendance and behaviour

Needs attention ●

Attendance remains a concern. Overall attendance is low, and absence is high. Attendance is low for pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those with education, health and care plans. Leaders are proactive in their attempts to improve pupils' attendance. They make regular phone calls home, complete home visits, coordinate transport and work with outside agencies and external professionals. These actions show their clear commitment. Despite the school's clear commitment to reducing the number of pupils persistently absent, this figure still remains higher than national levels.

Behaviour in school shows a mixed picture. Suspension rates remain high, especially for pupils with SEND. Leaders consider patterns in behaviour closely. They put support plans in place where needed. This includes risk assessments and tailored pastoral support. A new 'pathway' class, which provides bespoke support, meets pupils' needs. This has recently helped to reduce suspensions.

Despite the challenges, most pupils behave well in lessons and around school. Classrooms are generally calm, although some low-level off-task behaviour occurs. Pupils say they feel safe and trust adults to help them. Lunchtime behaviour is positive. Leaders keep detailed records of all incidents and deal with bullying and serious concerns quickly and effectively.

Curriculum and teaching

Needs attention ●

Teachers check pupils' prior learning, but sometimes move on too quickly when pupils show misunderstandings. Adaptations for pupils with special educational needs and/or disabilities often depend on adult help rather than support that increases the pupils' independence and confidence in their learning.

Leaders now have a clear view of the curriculum and how well teaching supports it. They have tackled the main weaknesses highlighted in the past inspection. As a result, the curriculum is broader, better balanced and more structured across subjects. Lessons show clear steps in learning, and teachers understand how new ideas link to what pupils learned before.

Phonics is a secure part of the curriculum. Staff are well trained and teach a consistent programme. Pupils with weaker reading skills read books that match the sounds they know. This helps them build their early reading skills.

In English, leaders use a published scheme to support mixed-age classes. This gives teachers a clear structure. Teachers' feedback about pupils' writing is not precise enough to help pupils improve. As a result, some younger pupils write at length before they can form simple sentences well.

Across the wider curriculum, teachers demonstrate secure subject knowledge. Lessons have a clear purpose. They continue to develop and strengthen the curriculum to ensure that pupils secure important subject knowledge before moving on.

Early years

Needs attention 

The quality of provision in early years is variable. Children settle each morning calmly and form warm relationships with staff and friends. However, staff's expectations are not always high enough, and children often miss chances to deepen their learning. Because of this, early language development and key foundations are not strong enough.

Leaders are acting quickly to improve this. Since January, they have introduced a new curriculum that suits the local context. The timetable now gives children more time to learn through well-planned provision, which has helped behaviour and engagement. Staff training is starting to strengthen adult-child interactions, especially for disadvantaged children and those who need extra support.

Routines, such as adult-led writing opportunities and 'question of the day', are helping children to build language, reasoning and confidence. Leaders have begun improving learning areas with clear guidance on resources, vocabulary and the role of staff. Some teaching shows effective support for developing children's early literacy. Yet practice still varies, and some sessions lack structure.

The environment is calm and purposeful, but improvements are recent. Early years provision is moving in the right direction, though more work is needed to give children the secure start to their education.

Inclusion

Needs attention 

The quality and precision of support do not yet match leaders' ambition for every child. Leaders care deeply about inclusion. They take pride in welcoming pupils with the most complex needs. This aligns to their motto, 'Nurture to flourish'. Leaders work closely with families to understand barriers and put support in place. This commitment creates a positive culture.

Staff identify pupils' needs, but plans for some pupils with special educational needs and/or disabilities (SEND) lack clear, measurable targets. This means adults do not always know exactly what pupils must learn next. When teachers' checks are accurate, such as in phonics, pupils receive well-matched adaptations and make steady progress through the curriculum. Training has strengthened teachers' skills in adaptive teaching, but inconsistencies remain.

Leaders check the impact of additional support for pupils. Recent reviews show early signs of improvement for some pupils taught outside the main classroom. The current model does not yet fully secure the academic and social curriculum some pupils need. Leaders have begun to refine the provision for these pupils. However, some of this work is in the early stages of implementation.

Leaders of the provision for pupils with SEND work well with external partners to access specialist advice and support. Pupil premium funding supports teaching, enrichment and family-focused work, though achievement of disadvantaged pupils still varies.

Leadership and governance

Needs attention 

Leadership capacity is limited. This impacts on how quickly leaders can secure consistent teaching, effective special educational needs and/or disabilities (SEND) practice and stable early years provision. Governors' challenge of leaders' progress towards achieving set targets is not as robust as it should be, despite ongoing challenges with behaviour, attendance and teaching quality. External reviews praise the school's inclusive ethos and pastoral care but highlight the need for more secure and consistent practice.

Leaders and governors care deeply about the school's inclusive values. They show a strong commitment to helping children with complex needs. They understand the school's strengths and the areas that should be prioritised. They work with clear priorities, including behaviour, attendance and the quality of the curriculum. Leaders have joined national improvement programmes and invested in better play and pastoral care. Leaders promote a positive staff culture. Staff report high morale and feel trusted and supported. They value the training offered, including support from external partners. Governors understand their duties, including safeguarding and equality, and make sure the school meets them. Recent appointments have added expertise, which has increased the governors' confidence.

Parents and carers hold mixed views. Some praise the school, but others worry about safeguarding, behaviour, the provision for pupils with SEND and communication. Leaders continue to strengthen the quality of provision in response. Improvements in early years show that leaders can make positive change, with clearer curriculum planning and a calmer environment already taking shape.

Personal development and wellbeing

Needs attention 

Pupils' understanding of British values, such as democracy and mutual respect, is not secure. These ideas appear in the personal, social and health education curriculum and in assemblies, but pupils cannot explain them well or link them to life in school or the wider world. In contrast, pupils speak clearly about protected characteristics and different family

structures. This reflects the work of leaders to promote respect, tolerance and positive attitudes towards others.

Leaders offer a broad personal development programme that reflects the needs of the school community. Pupils enjoy taking on leadership roles, such as e-safety leaders, school councillors and lunchtime monitors. They talk with pride about these responsibilities. A wide range of clubs, including cooking and music, gives pupils chances to explore new interests. Disadvantaged pupils participate well because leaders check involvement and make adjustments when needed.

The school provides few educational visits. However, leaders choose trips carefully so they match the school's context and give pupils meaningful experiences. Staff make sure that all pupils, including those with complex needs, can take part in these opportunities. This supports the school's inclusive approach and builds pupils' confidence.

The school's pastoral support is a strength. Leaders act quickly when pupils need help. The family support worker gives wide-ranging help to families, including work with pupils and parenting courses. This support has a positive impact on pupils' wellbeing and helps them engage more confidently in school life.

The school's relationships and sex education curriculum teaches pupils how to keep themselves safe, both online and offline. Pupils learn about healthy friendships, emotions and boundaries. Staff adapt lessons when needed so that pupils with special educational needs and/or disabilities can access important content.

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

Pupils are happy and say they feel safe in school. They trust adults to listen and to help when they have a worry. Pupils say that staff take time to check on them and keep them safe. Pupils know who to speak to when they need support.

Many pupils enjoy socialising with their friends and engaging in activities at playtime. They like the clubs and the leadership jobs they can do, such as being school councillors or e-safety leaders. These things help pupils feel proud and included. However, pupils' daily experiences are not consistent. Some pupils feel calm in lessons. Other pupils feel their learning is often disrupted, which makes it harder for them to focus.

Many pupils enjoy their lessons. They like art, reading and practical activities. However, too many pupils do not learn the basics well enough. Some struggle with reading fluency, handwriting or spelling. Older pupils often cannot remember important knowledge from subjects such as history. Pupils with special educational needs and/or disabilities have mixed experiences. Some get helpful support, but others spend too much time away from peers. This reduces their social opportunities to learn alongside others.

Pupils understand and respect differences. They talk with confidence about different families and cultures. However, they cannot explain British values and do not remember learning about them. This means that pupils are not as well prepared for life in modern Britain as they could be.

Most pupils enjoy coming to school and want to do well. They care about their school community and feel they belong here. Weaknesses in behaviour, attendance, early learning and the curriculum mean pupils do not yet get the full and steady education they need and deserve.

Next steps

- Leaders should support staff to set clear and consistent targets and reviews to use shared criteria and update individual education plans and risk assessments accurately.
 - Leaders should strengthen checks of classroom practice, so staff are supported to apply agreed adjustments for pupils with special educational needs and/or disabilities.
 - Leaders should secure pupils' key foundational knowledge by ensuring that teachers sequence learning clearly and build pupils' understanding sequentially.
 - Leaders should continue to work closely with families and tighten follow-up systems so attendance improves and behaviour expectations are reinforced by all staff.
 - Leaders should ensure that fundamental British values are taught explicitly across the curriculum so that pupils can explain and apply these ideas with confidence.
 - Leaders should support staff to secure consistent, high-quality interactions in the early years through shared practice expectations.
 - Leaders and governors should strengthen distributed leadership and sharpen oversight so that improvement work is sustained and accountability for impact is clear.
-

About this inspection

The chair of the board of governors in this school is David Rogers.

The school is part of a federation called The Griffin Federation.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, senior leaders, governors and the Lincolnshire Learning Locality Lead from the local authority.

The school does not currently use any alternative provision.

Executive headteacher: Karyn Herd

Lead inspector:

Luella Dhoore, His Majesty's Inspector

Team inspectors:

Ian Pearson, Ofsted Inspector

Martin Adamson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

School and pupil context

Total pupils

216

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

315

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

52.31%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.24%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.74%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Below
2024/25 (revised)	70%	62%	Close to average
2023/24 (final)	40%	61%	Below
2022/23 (final)	54%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	74%	Below
2024/25 (revised)	73%	75%	Close to average
2023/24 (final)	53%	74%	Below
2022/23 (final)	62%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	72%	Close to average
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	73%	Close to average
2024/25 (revised)	84%	74%	Above
2023/24 (final)	47%	73%	Below
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	46%	Close to average
2024/25 (revised)	65%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	31%	46%	Below
2022/23 (final)	52%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	62%	Close to average
2024/25 (revised)	70%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	57%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	59%	Above
2024/25 (revised)	70%	59%	Close to average
2023/24 (final)	65%	58%	Close to average
2022/23 (final)	71%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	60%	Close to average
2024/25 (revised)	83%	61%	Above
2023/24 (final)	31%	59%	Below
2022/23 (final)	76%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	68%	-19 pp
2024/25 (revised)	65%	69%	-4 pp
2023/24 (final)	31%	67%	-37 pp
2022/23 (final)	52%	66%	-14 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-21 pp
2024/25 (revised)	70%	81%	-11 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	57%	78%	-21 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	78%	-9 pp
2024/25 (revised)	70%	78%	-9 pp
2023/24 (final)	65%	78%	-12 pp
2022/23 (final)	71%	77%	-6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-18 pp
2024/25 (revised)	83%	81%	2 pp
2023/24 (final)	31%	79%	-49 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	76%	79%	-3 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.6%	5.2%	Above
2023/24 (3 term)	7.6%	5.5%	Above
2022/23 (3 term)	8.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	18.1%	13.3%	Above
2023/24 (3 term)	25.2%	14.6%	Above
2022/23 (3 term)	31.9%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 <https://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 2026



© Crown copyright