

Sutton-in-Craven Community Primary School

Inspection report

Unique Reference Number	121420
Local authority	North Yorkshire
Inspection number	380235
Inspection dates	2–3 November 2011
Reporting inspector	Brenda Clarke

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Amanda Palfreman
Headteacher	Fiona Beetles
Date of previous school inspection	16 June 2009
School address	Bridge Road Sutton-in-Craven Keighley BD20 7ES
Telephone number	01535 633064
Fax number	01535 631161
Email address	headteacher@sutton-in-craven.n-yorks.sch.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

This inspection was carried out by three additional inspectors. They observed eight lessons and eight teachers and held meetings with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work and looked at documentation, including pupils' books, the school's assessment data, safeguarding arrangements and plans for future development. Questionnaires returned by pupils and staff and the 67 returned from parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do the children in the Early Years Foundation Stage make good or better progress?
- Do pupils make consistently good progress as they move through the school and is pupils' attainment improving from average to above average by the end of Year 6?
- How effectively is the curriculum adapted to boost pupils' progress, particularly in writing and mathematics?
- How effectively do teachers use their assessments to provide work that closely matches pupils' differing abilities?
- What has been the impact of recent changes in leadership and management and what is the current capacity of leadership at all levels to improve provision further?

Information about the school

Almost all pupils at this smaller-than-average school are White British. The proportion of pupils known to be eligible for free school meals is well-below average. The proportion of pupils with special educational needs and/or disabilities is below average. The school has been accredited with the Basics Skills Quality Mark, has Healthy Schools Status and is an Investor in Pupils. The school manages a before- and after-school club.

Since the last inspection there have been considerable staffing changes. A new deputy headteacher was appointed in April 2011.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some outstanding features. The excellent care, guidance and support ensure that pupils feel very safe. Parents and carers write particularly about the 'welcoming happy atmosphere' that enables pupils to enjoy their learning. Pupils make an excellent contribution to their school and local community and take an active part in decision-making processes. Pupils behave well and adopt good attitudes to learning. Attendance is high. Pupils particularly appreciate the good curriculum that is enriched by visits and exciting clubs. Pupils have a good understanding of healthy lifestyles. The school has effective links with other countries; however, pupils have limited understanding of cultural diversity in Britain.

Most children enter the Reception class with skills broadly in line with those expected for their age. In the past, pupils' progress has been no better than satisfactory. This is due to significant staff changes which have resulted in gaps in pupils' learning. The picture has now changed because staffing has stabilised, the quality of teaching and learning is good and new initiatives have brought consistency to pupils' learning. Pupils make good progress and standards are rising across the school. Attainment in 2011 was higher than in 2010 in writing and mathematics, while in reading pupils' attainment rose to above average. Inspection evidence indicates that pupils currently in the school are on target to attain still higher next year. Pupils achieve well.

Good teaching ensures that pupils behave well and that lessons run smoothly. Teachers make good use of their assessments of pupils' skills and interests to provide relevant work that meets their varying ages and abilities. As a result, pupils have a good understanding of what they need to do to reach their learning targets. Pupils sometimes experience difficulty organising longer pieces of written work and lack confidence when independently solving multi-part mathematical problems. Following recent training, teachers are providing effective daily opportunities for pupils to practise their writing and numeracy skills. This is accelerating pupils' progress.

Despite challenges arising from several staff and leadership changes, accommodation improvements and recent flooding problems, the school is moving forward successfully. This stems from the effective leadership of the headteacher and the good support of the governing body who willingly give of their time and expertise. Through rigorous self-evaluation, the newly formed leadership team has an accurate picture of the school's overall effectiveness. Leaders have quickly developed a

strategic role in stabilising staffing and improving the quality of teaching where weaknesses occur. Regular tracking and reviewing of pupils' achievement has enabled leaders to gain an accurate picture of pupils' progress and has resulted in specific interventions where issues arise. Identified improvement priorities are appropriate and suitable action plans have been devised to accelerate pupils' learning further. The positive impact of developments in other key areas such as reading is reflected in pupils' rising attainment and demonstrates that the school has good capacity to improve provision further.

What does the school need to do to improve further?

- Raise standards in writing and mathematics to match those in reading by:
 - embedding opportunities for pupils to write at length and for a variety of purposes
 - providing more opportunities for pupils to use a range of mathematical skills when solving multi-part problems
 - providing more opportunities for pupils to practise their writing and mathematical calculation skills as part of work in other subjects.

- Develop opportunities for pupils to learn about others whose backgrounds are different to their own.

Outcomes for individuals and groups of pupils

2

In lessons, pupils are enthusiastic learners who listen attentively to their teachers and others. Well-developed social skills enable pupils to work effectively in pairs. Pupils cooperate well, share ideas and so learn from each other. Pupils are able to reflect on their learning to improve and expand their ideas. Good opportunities to revise earlier learning give pupils confidence when tackling new work.

Progress is good overall and pupils achieve well. Pupils with special educational needs and/or disabilities achieve in line with their classmates because of the effective support they receive both in class and through carefully targeted additional sessions with skilled teaching assistants. Leaders have identified where pupils' progress has slowed because of staff absence and effectively minimised the impact of this by the judicious movement of staff. This has provided continuity and acceleration to pupils' learning. For example, leaders identified that pupils' progress in mathematics was slowing and quickly devised staff training to develop pupils' basic skills in that subject. As a result, pupils' attainment and progress have recovered and improved over the last year. Pupils' progress in writing is slower than in other subjects. This is because until very recently pupils have had too few opportunities to write at length and use different writing styles in different subjects. Staff training has been successful and current written work in pupils' books indicates that they are now making at least good progress.

Pupils thoroughly enjoy school and this contributes significantly to their high levels of attendance. They have a good understanding of right and wrong and show care and concern for others. Pupils have an extremely strong voice in decision making and regularly express their views on aspects such as teaching and learning, green issues

or fund-raising. Hence, pupils feel valued and are very proud of their school. Pupils take a very active part in community events such as participation in the village Armistice ceremony. They have been instrumental in helping to solve the school's parking problems and in reducing traffic speeding issues in the locality. Pupils have a good understanding of how to stay safe but sometimes jeopardise the safety of others when acting too boisterously at play time. Through taking part in initiatives, such as running the school tuck shop, pupils gain a good knowledge of enterprise skills. Pupils' understanding about others from different economic and cultural backgrounds within Britain is satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching and learning is good overall. Interesting, relevant activities grab pupils' attention. Teachers' good use of assessment information ensures that work is closely matched to pupils' differing needs and builds carefully on prior learning. Very good relationships result in orderly, purposeful lessons and a good ethos for learning. Teaching assistants are well trained, knowledgeable and make a significant contribution to the learning of groups and individuals. Marking of pupils' work is thorough; this, together with individual targets, informs pupils well of their next steps in learning. In a minority of lessons seen teachers did not routinely check the progress of those working independently; this resulted in satisfactory rather than good progress for these pupils.

The curriculum is well organised, provides a broad range of experiences and is planned to ensure that pupils develop knowledge and skills in a consistent way. Pupils have a voice in deciding the imaginative curriculum themes such as 'Let's Go Fly a Kite', adding relevance and excitement to their learning. The curriculum has been adapted to accelerate pupils' progress, particularly in the acquisition of basic skills through, for example, daily practice sessions in mental arithmetic. Pupils say that similar sessions in literacy help them to 'make better descriptions' when writing. This is a significant reason why pupils' progress is accelerating in these subjects. The

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

wide range of clubs and experiences is a strength of provision enabling pupils to follow their interests in exciting, creative and sporting ways.

Parents and carers are extremely appreciative of the outstanding provision for pupils' care, guidance and support. The leadership and management of special educational needs and/or disabilities are outstanding and result in innovative approaches to pupils' care and guidance. Excellent attention is given to pupils' individual needs so that very well-targeted support is provided to those who need it. The school is extremely proactive in involving parents and carers and a wide range of agencies ensuring that any pupil with additional needs thrives. Pupils' personal development is closely monitored by all staff to ensure early identification and quick resolution of problems. Transition arrangements are good, enabling pupils to transfer smoothly to the next phase of learning. The well-run breakfast and after-school club is enjoyed by pupils and provides a safe start and end to the day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher gives a strong steer to the school. She has established an effective leadership team, with a range of complementary skills and clear pathways of delegation. Very good systems of communication at all levels ensure a collegiate approach to school development so that recent curriculum innovation has been consistently applied across all classes. This contributes significantly to the good progress seen in lessons and pupils' work in books. Tracking of pupils' progress is rigorous so that the effects of staff absence have been quickly identified and effective action has been taken. Governance is good. The governing body's extensive knowledge and expertise in health and safety has resulted in outstanding arrangements for the safeguarding of pupils. Risk assessments are fully in place and are robust and frequent. All staff receive high-quality training in child protection and safe practices. Hence, an overwhelming majority of parents and carers and staff indicate that the school keeps their children safe.

Parents and carers have good opportunities to contribute to their children's learning at home. Well-developed partnerships bring additional expertise and exciting sporting and creative opportunities that enrich the curriculum. The school's work to tackle discrimination and promote equality is effective. This is achieved by placing inclusion at the heart of its work and monitoring the individual academic and pastoral needs of its pupils. The school has evaluated its work promoting community cohesion by ensuring outstanding links within the local community and by joining an international project with Sierra Leone but acknowledges there is more to be done to extend pupils' understanding of cultural diversity in multi-ethnic Britain.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter the Early Years Foundation Stage with skills broadly in line with those expected for their age. In the past, staff changes resulted in some children making satisfactory rather than good progress. Now staffing is more stable and children are making good progress. Insightful leadership and management together with a well-trained, enthusiastic staff have ensured rigour and excitement in provision. While children have only been in the Reception class for six weeks, their progress in this time has been outstanding, especially in early writing and the development of personal and social skills. A consistent approach to the teaching of letters and sounds, together with many opportunities to write, is accelerating children's early writing skills.

Provision is good and has outstanding features. Perceptive leadership and management have ensured a well-planned curriculum that follows children's interests and is leading to high levels of participation, perseverance and independence. Exciting, child-centred activities capture children's imagination. Adults work as an effective team, providing support and challenge and extending children's speaking skills in a variety of ways. Behaviour management and relationships are excellent so that children behave extremely well and have already developed good attitudes to learning. Activities are well matched to children's learning needs but opportunities are sometimes missed to reinforce their early mathematical development both in the classroom and outdoors. Parents and carers particularly appreciate the opportunities to share and contribute to the informative assessments of their children's progress. The provision is enriched by visits to interesting places such as the local veterinary practice.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who returned questionnaires are happy with the school's provision. All responded that the school keeps their children safe and most indicated that it helps their children to adopt healthy lifestyles. A very small minority disagree that their children make good progress or that parents and carers are well informed about this aspect. Inspectors found that parents and carers had appropriate opportunities to learn about their children's progress at consultation evenings and through channels such as the receipt of newsletters and curriculum overviews. The school acknowledges that more opportunities for professional dialogue about pupils' progress and future targets would enhance provision and is currently developing an interactive school website. Ten per cent of parents wrote of their concerns about the large number of children (37) in the Year 4 and 5 class. Inspectors checked to see if the pupils' progress was adversely affected and in the Year 4 and 5 lesson observed, pupils were judged to make good progress at that time.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sutton-in-Craven Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	66	22	33	1	1	0	0
The school keeps my child safe	45	67	21	31	0	0	0	0
The school informs me about my child's progress	36	54	23	39	5	7	0	0
My child is making enough progress at this school	28	42	31	46	5	7	0	0
The teaching is good at this school	38	57	24	36	4	6	0	0
The school helps me to support my child's learning	37	55	26	39	3	4	0	0
The school helps my child to have a healthy lifestyle	34	51	29	43	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	43	27	40	1	1	0	0
The school meets my child's particular needs	37	55	23	34	4	6	1	1
The school deals effectively with unacceptable behaviour	34	51	25	37	5	7	1	1
The school takes account of my suggestions and concerns	33	49	26	39	6	9	0	0
The school is led and managed effectively	38	57	24	36	4	6	0	0
Overall, I am happy with my child's experience at this school	40	60	25	37	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 November 2011

Dear Pupils

**Inspection of Sutton-in-Craven Community Primary School, Keighley
BD20 7ES**

I would like to thank you for the very warm welcome you gave the inspectors on our recent visit to your school. We enjoyed talking with you and finding out about your work and the many interesting school clubs that you attend.

Yours is a good school and we understand why you enjoy it so much. You behave well in lessons and show care and concern for others. Your attendance is excellent. Keep this up. You help your school to run very smoothly by undertaking jobs and by taking part in the 'Pupil's Voice' groups. You enjoy your good curriculum and the exciting activities such as visiting the National Museum of Film and Photography. Your school takes very good care of you and ensures that any problems you may experience are very quickly sorted out.

We have asked your headteacher, other staff and the governing body to do two things to make your school even better for you.

- Make sure that you make good or better progress in writing and mathematics.
- Provide more opportunities for you to learn about others from cultures and faiths that are different to your own.

Thank you once again for two very enjoyable days in your school and very best wishes from all the inspectors.

Yours sincerely

Brenda Clarke
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.