

Sutton-in-Craven Community Primary School

Bridge Road, Sutton-in-Craven, Keighley, West Yorkshire BD20 7ES

Inspection dates

6–7 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders, including governors, have taken effective action to address the issues raised at the last inspection. As a result, the quality of teaching has improved and more pupils are now achieving well.
- Governance is now strong. Governors understand school priorities and challenge rigorously to ensure that the school provides the best for all pupils.
- Staff work effectively as a team. They observe each other's practice in the classroom and regularly look at pupils' work together. As a result, teaching has improved.
- Teachers encourage pupils to build on what they already know, to make links across the curriculum and to challenge themselves. A focus on improving vocabulary is part of a culture of raising expectations.
- Pupils are proud of their school. They benefit from a curriculum which encourages them to think and to learn about the wider world, and which contributes strongly to their spiritual, moral, social and cultural development. Leaders recognise that the next step is to ensure that knowledge and skills are developed consistently well in all curriculum areas.
- Approaches to teaching mathematics and reading are consistent and coherent in all classes. Consequently, more pupils across the school are now making better progress and achieving higher standards, although some differences remain in pupils' progress in mathematics.
- The basic skills of writing, such as handwriting and spelling, are not always embedded well enough to support consistently strong progress in writing for all pupils.
- Leadership and teaching in the early years are enabling children to make good progress. Increasing proportions of children are ready to make a strong start to key stage 1.
- Most pupils behave well. Leaders take effective action to manage the behaviour of the very small number of pupils who present challenging behaviour.
- Overall, standards are rising across the school and are now broadly average at the end of key stage 2. However, there is still room for improvement to ensure that all groups, including the most able and disadvantaged pupils, make the progress of which they are capable.

Full report

What does the school need to do to improve further?

- Leaders, including governors, should continue to promote a culture of excellence through a relentless focus on raising academic standards by:
 - raising expectations of what the most able and disadvantaged pupils can achieve at each stage in their learning journey
 - reducing the variability in pupils' progress in mathematics at key stage 2 so that it matches progress in reading and writing
 - refining the curriculum to ensure consistently strong progression in the development of pupils' knowledge and skills across different subject areas.
- Further develop the quality of teaching so that:
 - all pupils become skilled at evaluating, editing and improving their own work
 - pupils develop the basic skills of spelling and handwriting quickly
 - all pupils have sufficient opportunities to write independently and at length in order to make the best progress possible
 - class time is used consistently well so that pupils' attention does not drift when they are waiting for attention or for new tasks to be set.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, the headteacher, leaders and governors have acted decisively to improve the school. They have addressed weaknesses in teaching and have ensured that staff, including those new to the school, are clearly focused on providing a good education for all pupils. This has led to improvements in pupils' progress since the previous inspection.
- The school's evaluation of performance is accurate. Leaders recognise where there have been improvements in the quality of teaching and remain ambitious to ensure that standards continue to improve. They have established an effective monitoring system which ensures that any weaknesses are quickly identified and appropriate action is taken.
- Senior leaders hold regular meetings to discuss pupils' progress and staff are expected to explain what they are doing to ensure that each pupil is achieving. Actions to improve the performance of individual pupils and groups are agreed, support is planned where appropriate and senior leaders check to ensure that actions taken are effective. Teaching assistants play an active role in this process, reflecting the investment made in their training and development since the last inspection.
- Subject leaders for mathematics and English contribute effectively to the monitoring and evaluation of pupils' progress across the school. They have improved the quality of teaching by delivering training and by supporting individuals when necessary. These middle leaders regularly meet with leaders from other schools to share ideas and to check the accuracy of judgements about pupils' work. Plans for further development are based on sound evidence of what needs to improve and draw on research and good practice. However, some aspects of these plans lack detail of what will be achieved by when.
- Staff are committed to the school and positive about their professional development experiences. They feel valued and supported by leaders. Several staff told inspectors how leaders had helped their career development.
- Leaders have created a culture which promotes respect and tolerance for all. Pupils confidently talk about British values and the importance of being kind to one another. The school curriculum has been designed to ensure that pupils develop an awareness of 'life beyond Sutton'. Planned curriculum experiences support the personal development of pupils and help them to prepare for the responsibilities of life in modern Britain. The curriculum is effective in shaping pupils' spiritual, moral, social and cultural development, although leaders recognise the need for further development and the promotion of academic excellence in each subject.
- Leaders make purposeful use of funding for disadvantaged pupils. Leaders are aware of the barriers that pupils face. They have developed approaches to teaching to help pupils to benefit from a focus on vocabulary development, greater challenge and an enjoyment of reading. Although this is contributing to some improvement, differences in progress and attainment between disadvantaged pupils and their peers remain.
- Leadership of provision for pupils with special educational needs and/or disabilities

(SEND) is effective. Leaders work proactively with parents and support agencies to meet the needs of individuals and to challenge discriminatory behaviour. Parents of pupils with SEND are complimentary about the support that their children receive.

- Most parents and carers who spoke with inspectors or who responded to Ofsted's online questionnaire, Parent View, or the school's own recent survey, are supportive of the school and would recommend it to others. However, a minority feel that leaders do not respond effectively to their concerns. Leaders are aware of these issues and have taken appropriate action when concerns have been raised formally.
- Leaders have taken effective action to improve outcomes and raise standards, but they are not complacent. They recognise that more needs to be done to embed the improvements made and to ensure that all pupils achieve their academic potential.

Governance of the school

- Governance has improved since the last inspection and is now strong. New governors have been recruited to ensure an appropriate mix of skills. The committee structure has been revised to ensure a sharp focus on pupils' outcomes and effective financial management. Governors provide strong challenge to leaders because they have a good understanding of the school's performance, based on first-hand knowledge gained from visits to school, discussions with leaders and attendance at pupil-progress meetings.
- Governors have a good understanding of the school's priorities and their own role in driving improvement. They are keen to continue to develop this role and recognise the need for an even sharper focus on evaluating the effectiveness of actions taken, particularly on pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a positive culture which effectively promotes pupil's welfare. Staff and governors are aware of their safeguarding responsibilities and receive regular training. School records are fit for purpose and show that leaders take appropriate action to safeguard vulnerable pupils and their families, including working with external agencies.
- Pupils are taught how to keep themselves safe online and in the community. The very large majority of those who spoke to inspectors or completed the pupil survey said that they feel safe in school. Pupils are confident that adults in school would help them if they had a problem.

Quality of teaching, learning and assessment

Good

- Teachers plan learning that challenges and engages pupils, encouraging them to build on what they already know and to develop positive attitudes to learning. For example, opportunities for writing often link to what pupils have learned in history, science or other curriculum areas. In one class, pupils successfully used their research about the Black Death to create performance poetry. In another, pupils applied their reading skills

well to support learning about mammals in science.

- Teachers' skilful use of questions ensures that pupils have opportunities to explain their thinking and to make links with prior learning. Misconceptions are used as teaching points so that pupils are enabled to learn from their mistakes. As a result, pupils develop positive attitudes to learning and a willingness to accept challenge.
- Teachers' subject knowledge is mostly strong and there is a positive culture of staff development and sharing best practice. Teachers use models and resources which support learning and engage pupils. For example, the novels teachers read to pupils are carefully chosen to link to other curriculum areas and extend children's vocabulary.
- Leaders have prioritised the teaching of reading and continue to promote effectively a love of reading. Pupils speak with pride of their school library and the opportunities that they have had to choose and read books of different kinds. Pupils have opportunities to read for pleasure and for purpose across the curriculum. They are encouraged to ask about the meaning of words they encounter and to use a wide range of vocabulary in their own writing.
- The quality and consistency of phonics teaching has improved since the last inspection. Most pupils make good progress towards achieving the standards expected by the end of key stage 1 and additional support is in place for the small minority who struggle. Teachers support this progress by ensuring that books are well matched to children's stage of development and encouraging practice at home and school.
- Since the last inspection, leaders have made significant changes to the way mathematics is taught. The school's 'mastery' approach draws on best practice research and ensures that all pupils can secure key mathematical concepts and build understanding over time. All pupils are encouraged to explain their reasoning and apply their learning to solve problems. Teachers and leaders are alert to the fact that some of the older pupils have gaps in their mathematical knowledge and understanding. However, teaching is routinely adapted to ensure that these gaps are filled and, as a result, pupils are beginning to make stronger progress.
- The teaching of writing is frequently integrated into pupils' learning in the wider curriculum. For example, during the inspection some pupils were writing descriptions of a medieval street drawing on a range of historical sources. They were encouraged to think about the language and grammatical features of descriptive writing and to use these to good effect in their own pieces of work.
- Some elements of writing, particularly spelling and handwriting, are not taught consistently well across school. There has been an increased focus on spelling, punctuation and grammar and this is having a positive impact on the quality of writing. Teachers are beginning to teach the skills required for pupils to edit and improve their own work. However, this is not yet well established. Opportunities for pupils to write independently and at length vary from class to class. As a result, some pupils are not able to make the progress that they might.
- Teachers make increasingly effective use of assessment information to plan next steps in learning. They are confident to adapt activities when necessary to provide additional support to pupils. For example, in one lesson, the teacher paused the lesson to address a common error noted as she worked with individuals. This approach allowed other pupils to correct their own work before they moved on. However, at times,

opportunities are missed to move learning on more quickly, particularly for the most able.

- In some lessons, too much learning time is lost as pupils wait for work to be marked or for classroom routines to be completed. As a result, they can become distracted and lose concentration.
- Pupils benefit from a curriculum which seeks to provide opportunities to learn about the world beyond the immediate community. They are encouraged to explore big ideas through philosophy, to become resilient and able to work with others through sport, music and drama productions, and to learn about global citizenship through a wide range of charity activities. The teaching of some subjects in the wider curriculum, however, is more variable in quality. There is some unnecessary repetition between year groups, which limits progress. Work has started to ensure greater clarity around the progression of knowledge, skills and understanding in each subject, but this is not fully developed.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. They talk enthusiastically about the importance of tolerance, respect and treating others 'how you want to be treated'. The school rules encourage pupils to be kind and helpful to one another and pupils recognise that this behaviour is consistently modelled by all the adults in the school. Pupils demonstrate an understanding of the differences between people within their school community and in wider society, and they consistently talk about being part of one 'global family'.
- The school's motto 'where learners grow' is at the heart of the school's programme for personal development. Pupils are supported to develop a 'growth mindset'. As a result, they respond well to challenge and recognise that this is an important part of learning. Pupils are encouraged to learn about 'life beyond Sutton' and to develop independence and leadership skills.
- The school council provides pupils with a meaningful opportunity to contribute to how the school is run. Pupils also talk passionately about the various opportunities available through the six other pupil groups: global group, buddies, green team, library, tuck shop and fundraisers. Displays and activities observed during the inspection show how these groups help pupils to learn about managing money, taking care of the environment, making healthy choices and looking after others.
- Pupils' spiritual, moral, social and cultural development is at the heart of the curriculum. Leaders ensure that pupils benefit from a range of opportunities, including visitors into school, visits to places of interest, residential visits, outdoor learning and charity fundraising. Pupils value such opportunities and talk readily about what they have learned from them, often referring to skills and experiences that will help them when they are older.
- Pupils who spoke to inspectors during the visit were confident to talk about how to stay safe online. Pupils referred to special events and assemblies but were also able to give

specific examples about safe use of the internet. Pupils were also confident to talk about staying safe during outdoor learning.

- Pupils refer to learning about cyber bullying and to an anti-bullying week. They understand the difference between bullying and falling out. None of the pupils who spoke to inspectors consider that bullying is a problem in the school. Pupils are confident that if any bullying was reported, teachers would deal with it.
- The large majority of pupils are confident, self-assured learners. They try hard and respond positively to the opportunities they are given.

Behaviour

- The behaviour of pupils is good.
- The vast majority of pupils behave appropriately both in lessons and when they are in the corridors or playground. They are polite towards one another and to adults.
- The vast majority of pupils, staff and parents who shared views with inspectors report that the behaviour of most pupils is consistently good. During the inspection, inspectors saw behaviour which supported this view. However, leaders are aware that a very small minority of pupils demonstrate very challenging behaviour. Plans are in place to support these pupils and to ensure that disruption to learning is minimised. Behaviour is managed successfully to ensure that learning can be accessed appropriately by all pupils. There have been no recent exclusions.
- Most pupils attend school regularly and pupils understand that good attendance is important. Very few pupils are regularly absent. Leaders are quick to act if the attendance of any pupil dips below the national average. Good attendance is celebrated with parents and pupils.

Outcomes for pupils

Good

- Since the last inspection, pupils' outcomes from the end of key stage 2 assessments have improved in reading, writing and mathematics. In 2018, the proportion of pupils achieving the expected standard in reading and writing was above the national average. The proportion of pupils achieving the higher standard at the end of key stage 2 has also increased over time, particularly in reading. Because teaching now better meets the needs of the most able and because staff have higher expectations, more pupils are achieving the higher standards.
- In 2018, progress at the end of key stage 2, particularly in mathematics, was less strong. As a result of improved teaching, the progress of current pupils is stronger. However, there is still some variability in the progress of pupils in mathematics.
- Pupils' outcomes at the end of key stage 1 have also improved since the last inspection. In 2018, attainment was broadly in line with national averages in reading, writing and mathematics. At the end of key stage 1, the proportion achieving greater depth was broadly average in reading and writing but above average for mathematics. The majority of pupils made strong progress from the end of the early years foundation stage.

- By the time pupils leave Year 1, the very large majority have successfully achieved the required standard in the national phonics screening check. This demonstrates strong progress in building on the phonics skills acquired in the early years foundation stage.
- The number of disadvantaged pupils in each year group is typically very small. The progress and attainment of disadvantaged pupils is carefully checked and interventions are planned to ensure that pupils achieve well from their varying starting points. Leaders report on the success of 'learning conversations' with pupils and their parents which help to ensure that individual needs are met. In some year groups, disadvantaged pupils are making strong progress overall, but this is not yet consistently the case in all subjects and in all year groups.
- The proportion of pupils with SEND varies widely between classes across the school, as does the range of needs. Pupils with SEND have varying academic ability and the focus is on ensuring that needs are identified accurately so that the right intervention is put in place to support progress and attainment. Most pupils with SEND are making strong progress.

Early years provision

Good

- Children settle quickly into the Reception class because of the care taken to get to know each child and their family. Information gathered from parents and from nursery providers is used alongside the school's own observations to build a picture of what each child knows and can do at the start of Reception.
- Overall, children typically enter Reception with skills and knowledge slightly below what is typical for their age. The majority of children make good progress from their starting points, with the proportion achieving a good level of development just below that seen nationally.
- The Reception provision is well led. The leader and her staff work well together to ensure that children benefit from a stimulating learning environment, both indoors and outside. Staff manage children's behaviour well and children learn to manage their own risks.
- Staff know the children well and provision is planned to respond to children's needs and interests. Open-ended activities and resources encourage children to use their imagination and to be creative and independent. Adults play alongside children to extend their thinking and learning. For example, as a group of pupils built a marble run, the adult working with them introduced mathematical concepts such as bigger/smaller, faster/slower to encourage the pupils to talk about what they were doing.
- Parents contribute to ongoing assessment of children's progress as significant learning is shared via an online learning journal. Leaders are also beginning to make use of technology to track children's progress towards learning goals and to identify gaps in learning. Leaders adapt provision in the light of this information, but there continue to be differences in the achievements of boys and girls.
- Although much of the learning time is directed by children's interests, adults intervene skilfully to extend learning by asking questions, making suggestions or providing different resources. For example, a group of pupils who were talking about making

soup were encouraged to write recipes, practising their handwriting and using their phonic knowledge for spelling. Daily focused teaching of phonics and number concepts ensures that children make good progress in these areas and are well prepared for Year 1. Adults encourage children to develop cursive handwriting, but for some children the direction is not precise or frequent enough to ensure that they write with confidence and accuracy.

School details

Unique reference number	121420
Local authority	North Yorkshire
Inspection number	10059049

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Amanda Palfreman and Matt Sugden
Headteacher	Fiona Beetles
Telephone number	01535 633064
Website	www.wherelernersgrow.co.uk
Email address	administrator@suttoncp.uk
Date of previous inspection	11–12 October 2016

Information about this school

- This is a smaller-than-average primary school.
- The majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils eligible for pupil premium funding is below the national average.
- The proportion of pupils with SEN is below the national average.
- The proportion of pupils learning English as an additional language is below the national average.
- The school manages a breakfast and after-school club.

Information about this inspection

- Inspectors visited 14 lessons or parts of lessons, four of which were jointly observed with senior leaders. They looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, leaders, staff and groups of pupils, representatives of the governing body and representatives from the local authority.
- Inspectors looked at a range of documentation, including the school's records of pupils' progress and behaviour, attendance and safeguarding.
- Inspectors observed playtimes and lunchbreaks. Displays around the school were also examined.
- Inspectors took account of 69 responses to the online questionnaire, Parent View, and written comments received during the inspection. The views of staff and pupils were also considered.

Inspection team

Gill McCleave, lead inspector

Ofsted Inspector

Juliet Demster

Ofsted Inspector

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