

# Sutton-In-Craven Community Primary School

## Inspection report

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Unique Reference Number	121420
Local authority	North Yorkshire
Inspection number	327482
Inspection dates	16–17 June 2009
Reporting inspector	Sara Morrissey HMI

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	151
Appropriate authority	The governing body
Chair	Mr Chris Todd
Headteacher	Mrs Fiona Beetles
Date of previous school inspection	March 2006
School address	Bridge Road Sutton-in-Craven Keighley BD20 7ES
Telephone number	01535 633064
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 12 lessons and held meetings with governors, staff, groups of pupils, and parents. The lead inspector also held a telephone call with the school improvement partner. Inspectors observed the school's work and looked at pupils' work books, assessment information about pupils' progress over the last year, records of the school's reviews of its work, the current school development plan and updates of progress towards meeting priorities, and 31 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- progress in writing and the impact of actions taken to narrow the gap in performance in writing compared with other subjects
- the consistency with which teachers use assessment when planning activities that enable pupils to make good progress in their learning
- the effectiveness of monitoring and evaluation by leaders and managers at all levels to drive school improvement
- the impact of support for vulnerable pupils with specific learning or personal needs.

## Information about the school

Sutton-in-Craven Community Primary School is smaller than average with an Early Years Foundation Stage. The school serves the large, village community of Sutton-in-Craven and in recent years it has experienced falling rolls as a result of local demographic trends. The proportion of pupils entitled to free school meals is below the national average. Nearly all pupils are from White British backgrounds and the proportion who experience learning difficulties and/or disabilities is broadly similar to that seen nationally. Pupils are currently taught in six classes, including one mixed-age class for Years 1 and 2. The school has received a number of awards, including the North Yorkshire Quality Mark at Level 5 on Leading on Inclusion in September 2008, the Activemark and the Basic Skills Award. It offers extended provision in the form of a breakfast club and after-school club each day.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

## Main findings

Sutton-in-Craven Community Primary School is a good school that places the individual needs and aspirations of every child at its heart. During the inspection, pupils, staff and parents spoke warmly about the 'family atmosphere' in the school where 'everyone matters'. Vibrant displays of pupils' work celebrate their achievements and reflect the increasingly varied curriculum that excites pupils' interest, promotes positive attitudes and encourages them to become confident learners. Links with schools in the local and global communities provide pupils with an insight into the world around them, but their awareness and understanding of different faiths and cultures is less well developed.

Attainment is rising and gaps in the performance between different subjects and groups of pupils are closing because of a whole-school focus on improving areas of identified weakness, for example in writing. Effective teaching motivates pupils in their learning and has accelerated their progress towards challenging targets. Teachers have a clear understanding of pupils' relative strengths and weaknesses, because of accurate assessment of their work. Assessment information is generally used well by teachers to tailor their planning to meet pupils' differing needs. Consequently, most pupils make good progress in their learning and are filling gaps in their prior knowledge and skills. Effective support enables pupils with learning difficulties and/or disabilities to achieve as well as their peers. Feedback from teachers is usually helpful in identifying what pupils have achieved and how they might improve. However, opportunities are sometimes missed in lessons for pupils to reflect on what they know and can do or to identify the next steps they need to take to improve their work.

Highly personalised support provided for vulnerable pupils and their families by staff, working along side external agencies, is rightly recognised as a model of good practice by the local authority. Every child at the school is treated as an individual and pupils know that there is always an adult to whom they can turn for help should they need it. Equally, pupils support each other; they work well together in mixed-age groups and older pupils are keen to act as buddies and take on responsibilities within the school community.

Parents are generally very positive about their child's experience at school. Those who spoke with inspectors felt that they could approach the school about any matters of concern and were confident that teachers knew their children well and offered them highly personalised support. Recent consultation about proposed changes to the school uniform has provoked some fierce debate amongst pupils and

parents, and the school council has been actively seeking pupils' views about the preferred options using an on-line voting system on their school web page.

The headteacher's child-centred approach and clear vision for the school is shared by all staff. Supported well by senior leaders, she has taken rigorous steps to accelerate pupils' learning and enable them to catch up on past underperformance. Areas for improvement identified at the last inspection have been systematically and effectively tackled. Actions have been informed by a well-established and accurate process of self-review that involves teams of staff and governors. Secure systems are in place to evaluate pupils' achievements over the year, but lack some regular periodic checks to help staff ensure that pupils are sustaining their good progress. Improvements have been underpinned by a bespoke programme of professional development that has been highly valued by staff. As a result, they are more confident in meeting the high expectations of senior leaders and to take on new and innovative approaches to curriculum development and its delivery. The culture of achievement that has been firmly established within the school reflects its good capacity to improve further.

## What does the school need to do to improve further

- Raise attainment across the school by:
  - embedding strategies that enable pupils to review their own learning, to identify what they can do well and understand the next steps they need to take to improve their work
  - using regular periodic checks to assess pupils' learning to ensure that the quality of teaching is sustaining their accelerated progress.
- Increase the effectiveness with which the school promotes community cohesion by:
  - raising pupils' awareness and understanding of other faiths and cultures.

## Outcomes for individuals and groups of pupils

2
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Evidence from classroom observations and pupils' work books shows that pupils make good progress as a result of a wide range of activities that engage them actively in their learning. Although some variation persists in the relative performance between different classes, attainment is rising overall and gaps in pupils' attainment and achievement between subjects are narrowing. Evidence from work books shows that pupils' writing skills have improved significantly as a result of regular revision of basic skills and well-planned tasks to improve areas of weakness. There is little variation in the performance between different groups of pupils, including those with learning difficulties and/or disabilities because of the personalised programmes available to support those with specific needs.

Pupils are very clear about the importance of adopting healthy lifestyles. They talk confidently about the importance of physical activity and participate enthusiastically in sports and games taking place at playtime. The high priority given to pupils with emotional health issues ensures that their needs are handled sensitively and effectively. The views of one child reflect those of others when they said that the

school 'helps me to be stronger' as a person. While the school makes an effective contribution to pupils' spiritual, social and moral development, their experience and understanding of different faiths and cultures is less well developed.

Pupils behave well and their attitudes contribute well to the positive learning environment that has been established. They are welcoming to visitors and showed great sportsmanship during an inter-school mathematics quiz taking place during the inspection. Attendance is generally very good, although for a small number it is adversely affected by family holidays taken in term time.

The school provides many opportunities that enable pupils to grow in confidence, for example, by working together in mixed-age teams to solve problems. Pupils are also developing their enterprise skills through different activities including the whole-school 'Grow a Pound' contest to raise funds for new playground equipment. Older pupils enjoy the opportunity to become teachers themselves; for example, they enjoyed teaching their parents about different calculation methods as part of the school's 'Maths Week'. As a result, pupils are well prepared for the next stages in their education by the time they leave the school at the end of Year 6.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance <sup>1</sup>	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	3

## How effective is the provision?

The most effective teaching is underpinned by accurate assessment that enables teachers to plan lessons that meet the needs of individuals and different groups of pupils. Good subject knowledge, warm relationships and enthusiastic teaching all contribute to the good progress that pupils make. Teachers and other adults have been inspired by recent curriculum developments; they use resources imaginatively, including modern technologies, to engage pupils and encourage independent learning. The recently installed 'virtual learning environment' has extended opportunities for home learning and is beginning to involve parents more in their child's learning. Where teaching is less successful, planning focuses more on what the teacher will do rather than what pupils will learn. Opportunities are also missed

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

for pupils to reflect on their learning, so they are not always clear about what they have learnt or what they need to do to improve their work.

The curriculum has been adapted over the last year to make it more relevant and interesting to pupils. The contribution of different subjects is carefully mapped through a range of themes such as 'Yorkshire Heroes' and 'Carnival', which pupils talk about enthusiastically. Plans are now in place to build on these developments and ensure that pupils moving up to their new classes in September will be able to build on the knowledge and skills that they have acquired. The curriculum is enriched through well-organised events and experiences that motivate pupils and support the development of their basic skills, including information and communication technology (ICT). Many pupils take advantage of the wide range of extra-curricular activities available, some of which they organise and run themselves under staff supervision.

Exemplary care and support offered by the school, working in partnership with a range of agencies, underpins the schools work to improve outcomes for pupils. Every child is treated as an individual and every effort is made to ensure that all pupils are able to succeed and play a full part in school life.

*These are the grades for the quality of provision*

The quality of teaching	2
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 has worked with tenacity and determination to tackle the areas for improvement identified at the time of the last inspection. She has communicated a clear direction for the school, which is shared by all staff, and created a learning environment in which children can thrive and become confident learners. Robust procedures for monitoring and evaluation provide an accurate view of the school's strengths and weaknesses and actions taken to secure improvement are rigorous. The governors' school improvement committee works effectively with school leaders to evaluate the impact of actions taken to meet key priorities. This approach has contributed significantly to the improvement in the quality of teaching and its positive impact on pupils' learning and progress. The school has taken big strides over the last year to raise attainment in writing across the school and engage pupils more actively in their learning through the newly designed curriculum. Pupils report that 'school is fun' because there are 'different things going on all the time'. All these factors have contributed to pupils' accelerated progress towards challenging targets and achievement that is good overall. However, school leaders are not complacent and all staff are clear about the next steps necessary to sustain and build on improvements already made.

Governors and school leaders are rigorous in their duties to ensure that the school promotes equal opportunities for pupils so that they are able to participate fully in all

aspects of school life. Close attention is paid to ensuring that safeguarding procedures are in place and statutory duties are reviewed regularly to ensure that they meet requirements.

The school seeks and responds to the views of parents and well-established partnerships within the local community promote pupils' learning and well-being. A cohesive and supportive community has been established within the school and links are being forged with communities in the wider and international community. However, the school is aware of the need to develop in pupils a greater understanding of different faiths and cultures in promoting community cohesion.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	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 community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

## Early Years Foundation Stage

Effective and imaginative leadership of the Early Years Foundation Stage has transformed provision over a short period of time and created a dynamic and exciting environment in which children flourish. Comprehensive policies and procedures ensure that children are well protected and supported. Children make good progress in their learning and development and are currently achieving levels that are generally above those expected for their age in many areas of learning. However, although still working within the early learning goals, children's achievement is not as pronounced in reading and writing.

High-quality planning enables children to participate in a good balance of adult-led and child-centred activities. Children have many opportunities to choose activities and gain independence. They play well on their own and with others and enjoy good relationships with the adults who support and care for them. Adults are deployed well to support learning and, as a result of thorough observations, have an accurate understanding of individual needs.

Partnerships with parents are strong and enable children to settle well into school. Plans are securely in place to ensure a smooth transition for pupils beginning Key Stage 1 in September.

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
Overall effectiveness of the Early Years Foundation Stage	2

## Views of parents and carers

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. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 31 completed questionnaires. In total, there are 117 parents and carers registered at the school.

In their responses to the questionnaire, the overwhelming majority of parents and carers were very positive about the school and its impact on their children's learning and well-being. The quality of care and support for children who have specific learning or emotional needs was an aspect that was highly praised by parents. Generally, parents also appreciate the fact that they can approach any member of staff to talk about their child and a few commented that teachers and other adults 'go over and above' what might be expected to help their child. In conversation with the lead inspector, parents and carers commented on their confidence in the headteacher and her willingness to listen to their views. They clearly value the impact that staff have on their children's enjoyment of school. Overall, parents' and carers' views reflect the inspection findings.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	19	11	1	0

## 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. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
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. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
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.

18 June 2009

Dear Children

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

Thank you very much for the welcome you gave us when we inspected your school recently. We enjoyed talking to many of you and were very impressed with the wonderful displays of your work around the school. We particularly liked the carnival masks that you have designed and made. We judged that yours is a good school where all the staff work together to improve the opportunities for you to enjoy school and do well. This is something that you also told us and the great majority of your parents agreed. These are the things we liked the most about your school.

- All the staff and other people who work with the school make sure that you are very well cared for. You told us you feel safe and that there is always someone to talk to if you have a problem.
- Your teachers know what you are good at and what you need to do to improve and they plan interesting lessons that help you make good progress in your learning. This has made a real difference to the quality of your writing this year.
- You work well together and are polite and considerate to each other.
- Your headteacher and all the staff know what works well in school and what needs to improve. They work together well in teams like you do.

To help your school become even better, we have said that senior leaders should do the following.

- Make sure that teachers give you time to think about your learning and to help you find out for yourselves what you need to do to improve your work further so that you make even better progress.
- Give you more opportunities to think about the different lives of people in Britain and around the world.
- Make more frequent checks to make sure that you carry on making good progress in all your work.

I am sure you will be able to think of some ways in which you can help your school to improve and become even better.

Best wishes for the future

Sara Morrissey  
Her Majesty's Inspector (on behalf of the inspection team)

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