

Sutton in Craven Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121593
Local authority	North Yorkshire
Inspection number	380276
Inspection dates	3–4 July 2012
Lead inspector	Carmen Markham

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	The governing body
Chair	Maureen Green
Headteacher	Tim Philips
Date of previous school inspection	23 March 2006
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Introduction

Inspection team

Carmen Markham

Additional inspector

This inspection was carried out with two days' notice. The inspector observed three teachers teaching six lessons, which amounted to approximately four hours observation in classes. In addition, the inspector observed a session where an experienced practitioner worked with a pupil requiring specialist support. Meetings were held with two groups of pupils, the Chair of the Governing Body and school staff, including senior leaders. The inspector heard several pupils from each key stage read and talked to them about their reading. The inspector observed the school's work and scrutinised a number of documents, including the school development plan, safeguarding and equality policies, and recent minutes of the governing body meetings. The inspector analysed 31 parent and carer questionnaires and others completed by pupils and staff.

Information about the school

The school is much smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is well below the national average. The percentage of pupils from minority ethnic backgrounds is very low and currently there are no pupils in school who are known to speak English as an additional language. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average. There are consistently more boys than girls. The percentage of pupils joining the school part of the way through their primary education is above average. All pupils are taught in mixed-age classes. The school meets the current floor standards which set the government's minimum expectations for attainment and progress.

In 2010 the school was led by an acting headteacher. The current headteacher has been in post since January 2011 when a new leadership team was introduced. There is no deputy headteacher. The school has received several awards, including Healthy School status, Eco-Schools bronze and level 3 of the Inclusion Quality Mark.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because it is too soon for all the new initiatives that have been recently introduced to be fully embedded for maximum impact. By the end of Year 6 attainment is above average in English and mathematics and pupils achieve well in relation to their starting points.
- Pupils achieve well because teaching is consistently good with some outstanding features. This reflects the effective management of teaching over the last year. Teachers are held to account for the performance of their pupils and this has been well supported by rigorous monitoring and assessment, detailed tracking of pupils' progress, effective training and good performance management. Teachers know their pupils well and can meet their needs effectively. However, a small number of the youngest pupils who have disabilities or special educational needs find the pace and challenge of some lessons difficult.
- The school's new leadership team and the governing body are building on the school's previous strengths and good reputation. They have a very clear vision for the school based on mutual respect, inclusion and learning for life. This is well reflected in the work and life of the school. Rigorous monitoring, evaluation and development planning, followed by incisive action, are improving the way in which pupils learn and accelerating their achievement. Parents and carers have recognised and value these changes.
- The behaviour of almost all pupils is very good. There are a small number of pupils who present challenging behaviour. They are known to the school and are provided with additional support to prevent disruption to the school community. The school manages pupils' behaviour very effectively. Attendance is above average and pupils enjoy their learning but they do not always take sufficient pride in their work.

What does the school need to do to improve further?

- Sustain and further improve the achievement of pupils by:
 - supporting teachers to make their good teaching outstanding
 - developing teaching to target the needs of all pupils more closely, particularly the youngest pupils identified as requiring 'school action' support in each class
 - ensuring that pupils consistently employ their new skills and take pride in their work in all curriculum subjects.

Main Report

Achievement of pupils

Achievement is good for most pupils throughout the school because they enjoy learning and the challenges that they are presented with. Parents and carers feel that their children are doing well and making good progress. Reception children rapidly develop the skills of independent learning as they have good opportunities to choose and direct some of their own activities. This develops their confidence and imagination, as was seen in their experience of 'going on a lion hunt', based on a multi-cultural storybook with that title. As pupils progress through Key Stage 1 they become more aware of their responsibility to work cooperatively and happily accept the comments and support of teachers and other adults to improve their work. They accept that mistakes can help them to learn. Pupils in Key Stage 2 know how well they are performing and what they need to do to improve. They make good use of information and resources in the environment to inform their work. They have also made good progress in understanding how to assess their work and improve it. However, pupils tend to value work produced for formal assessment more than daily work in lessons. Work books often lack pride and skills learnt in one area are not always readily applied in a different topic.

Most children start school in the Reception class with skills that are generally below age-related expectations. There are weaknesses in personal and social development and communications, language and literacy. They consistently leave at the end of Year 6 with above-average attainment in English and mathematics. Their performance in reading is particularly strong at the end of both Year 2 and Year 6. This represents good achievement overall given pupils' starting points. School data and inspection evidence show that by the end of the Reception class pupils' skills are in line with age-related expectations and by the end of Key Stage 1 they are just above the national average. Reading is a real strength for these pupils. By the end of Year 6 reading, writing and mathematics are securely above the national average. Mathematics has improved considerably this year, and is stronger than it has been for the last five years following a concerted effort for improvement. The school challenges its more able pupils well; an above-average proportion of pupils attain the higher Level 5. Girls have higher attainment than boys throughout the school because there are more boys with disabilities or special educational needs. Pupils with disabilities or special educational needs make good progress when they receive additional support. This is always of good quality. However, those with less severe needs do not receive this support and make less progress, particularly when they are the youngest pupils in a mixed-age class.

Quality of teaching

All lessons seen were judged to be good and each had some outstanding features, usually in relation to good pace, high levels of challenge, strong behaviour management and excellent questioning skills. The teachers' assessment of pupils' progress and the marking of their work are very accurate and help pupils to learn effectively. This also informs good lesson planning, and the carefully considered selection of resources. This was seen in a Year 1 literacy lesson on telling a story in the correct sequence where an excellent resource enabled pupils to succeed and quickly produce a well-sequenced story of their own. Teaching assistants work in a strong partnership with teachers and ensure consistency of expectations and teaching styles. All teachers make good use of information and communication technology to support visual learning and to engage pupils, who regularly make use of the technology to support their learning. Teachers are usually very successful in ensuring that pupils' learning needs are fully met in the school's mixed-age classes that also have a broad ability range. However, in all classes seen, the high level of challenge for able and older pupils sometimes left the youngest and weakest pupils confused. This was clearly seen in a lesson on telling the time where so many aspects were covered, including the digital clock, that some pupils were left behind. This was also seen in a lesson for younger pupils on letters and the sounds they make. However, in this case the younger pupils later had opportunities to revisit this aspect of the lesson with a teaching assistant. All parents and carers say that their child is taught well in school and the inspector agrees.

The quality of teaching makes a very positive contribution to pupils' personal development, as seen in an expertly managed transition lesson for pupils who are moving class after the summer holidays. This included meeting new pupils as well as a new teacher. Much was done to explore similarities and differences in experience, with good discussion on how pupils felt about themselves and school. The teacher also clearly laid out the expectations for behaviour very firmly. Excellent relationships and good adult role models further contribute well to moral and social development.

Behaviour and safety of pupils

Although all parents and carers say that their children are safe in school the returns from their questionnaires indicate some concerns about the behaviour of a very small minority of pupils in school. However, almost all who mention this concern recognise that the school is doing everything it can to manage the behaviour of pupils who have recognised needs because of challenging behaviour. The pupils also recognise this and know how to respond in class and around the school where some disruption occasionally occurs. Most pupils feel safe in school. They have a good understanding of the forms that bullying can take. They say there is very little bullying and that they could rely on the help of adults if others were unkind to them. Overall, behaviour is consistently good throughout school and pupils are aware of the need to be tolerant of others and their needs and difficulties. This is reinforced by many aspects of the curriculum including the link with the school's partner school in Sierra Leone where life is very different. Experiences within school, locally and globally, are making a strong contribution to pupils' moral and social development. Pupils are happy to take on responsibilities in school that contribute to the well-being of their community. For example, pupils say how the playground buddy system has made a big difference to how safe and involved they feel in school life. Pupils' positive attitudes to school are reflected in their pride in earning the title 'Learning Hero', above-average attendance and good punctuality.

Leadership and management

The headteacher constantly strives for excellence in all aspects of school life. Good leadership, management and governance of the school are characterised by the drive to improve performance and by the pursuit of a harmonious, inclusive learning community. Leaders, managers and the governing body have been developing and redefining their roles since the appointment of the headteacher last year. Responsibilities are shared across the school and accountability for pupils' achievements starts with the class teacher. This has required the learning of new skills and the rigorous, regular monitoring of outcomes and provision. This ensures that leaders and managers have a very good grasp of the school's strengths and areas that require any improvement. Well-considered professional development and the sharing of good practice produce good, consistent teaching throughout the school. Challenging targets are set by the governing body, which effectively evaluates the school's performance and holds it to account for any shortcomings. Parents and carers are very positive about the new leadership and value the school's prompt response to their concerns. This is clearly evidenced in the school's response to parents' and carers' concerns about behaviour, where the headteacher has kept them fully informed about action being taken.

The school's curriculum is well planned to deliver the National Curriculum. There is a strong focus on the key, basic skills and the provision made for them to be applied in a full range of curriculum subjects. Topics are carefully selected to engage and motivate pupils and to contribute strongly to effective spiritual, moral, social and cultural development. School visits and visitors make a strong contribution to this. For example, the annual three-day residential visit for older pupils builds resilience, teamwork and initiative. Meanwhile, art lessons based on the work of artists, music and singing lessons, and strong links to a variety of faith traditions provide excellent opportunities for reflection. Discrimination is challenged through the school's good personal development programme. The school promotes equality of opportunity successfully. Action to close the gaps in the performance of groups of pupils with a variety of disabilities or special educational needs is generally effective, although more work is required for some pupils with less severe needs. The school's promotion of equality is, therefore, good.

The school has clearly demonstrated its capacity for sustained improvement through its maintenance of good achievement and consistently good teaching during a period of changing leadership. There have also been significant improvements in attendance, reading and mathematics. The governing body's arrangements for safeguarding are secure and meet requirements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



5 July 2012

Dear Pupils

Inspection of Sutton in Craven Church of England Voluntary Controlled Primary School, Keighley, BD20 7JS

I would like to thank you for making me so welcome when I came to inspect your school. A special 'thank you' goes to the pupils who gave up some of their time to read to me and talk about some of their activities. I was very impressed that your reading is so good.

You attend a good school. School leaders and governors have done a lot to improve your school and teaching is good. Almost all of you are achieving well and making good progress in English and mathematics. However, some of the younger pupils in every class sometimes find the work too difficult. Children in the Reception class showed a lot of independence and imagination in their outdoor play. Most of you know how to improve your work and say you enjoy school. Your behaviour is good and I was impressed that you understand that a few pupils need extra help and understanding to improve their behaviour. You know a lot about different religions and culture and school life in Sierra Leone. Your spiritual, moral, social and cultural development is good. Your attendance is above average and you arrive at school on time. Most of you feel safe in school and understand how to stay safe.

- To help you all make even more progress we have asked the school to help teachers to teach lessons that are always outstanding so that you can all achieve as well as you possibly can.
- We have also asked teachers to encourage you to present all your work as well as you can.

You can help to improve your school by continuing to be kind and considerate to each other.

Yours sincerely

Carmen Markham
Lead Inspector

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