

# Hutton Cranswick Community Primary School

The Green, Hutton Cranswick, Driffield, YO25 9PD

**Inspection dates** 15–16 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Variations in the quality of teaching mean that pupils do not make consistently good progress throughout the school. As a result, pupils' attainment is broadly average.
- Teachers' marking does not always provide pupils with clear guidance on how to improve, and they are not provided with enough opportunities to respond to feedback.
- Leaders are not sufficiently rigorous in checking that plans for action are ensuring that all pupils are making good progress.
- Work is not always matched closely to the needs of individual pupils, particularly the most able and those of average ability.
- Planned opportunities for using and applying mathematics and literacy skills across the curriculum are not fully developed.
- Subject leaders have limited opportunities to check the quality of learning and to evaluate the impact of improvement strategies on pupils' progress in their subject areas.
- Pupils' cultural development is limited because they have few opportunities to learn about different faiths and religions.

### The school has the following strengths

- Children in the Reception class make a good start to their education. There are good arrangements for involving parents in their child's learning.
- Disabled pupils and those with special educational needs make good progress due to the targeted support which they receive.
- Pupils enjoy school; they feel safe and cared for. This is reflected in attendance rates which are above average.
- Relationships between adults and pupils are good, contributing to good behaviour around school and in classrooms.

## Information about this inspection

- The inspector observed eight lessons, taught by six teachers, two of which were observed jointly with the headteacher.
- Discussions were held with the headteacher and other school leaders, a group of pupils, representatives of the governing body and a representative of the local authority.
- Consideration was given to 36 responses from parents to the on-line questionnaire (Parent View) and questionnaires completed by 13 members of staff.
- Inspectors looked at a range of documentation including the school's self-evaluation, plans for improvement, the school's data relating to the progress of pupils, and reports from the local authority.
- During the inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

David Carter, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- Hutton Cranswick Community Primary School is a smaller than average-sized primary school. Pupils are organised into six classes: Reception; Year 1 with Year 2; and separate classes for each group in Years 3, 4, 5 and 6.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is below that to which is found nationally. This is additional government funding for pupils known to be eligible for free school meals, in the care of the local authority, or from service families.
- The proportion of disabled pupils or those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of educational needs is above average.
- Since the last inspection, a new headteacher has been appointed. During his first two years in post, there have been several changes in the teaching staff. The current senior leadership team has been in place since September 2012. Similarly, the governing body has also seen a significant number of changes in governors in the last two years.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so it is consistently good or better by:
  - ensuring that all lessons move with pace which allows pupils more time to complete their tasks
  - raising teachers' expectations of what pupils can achieve so that they plan lessons which meet the needs of all pupils, especially the more-able pupils and those of average ability
  - ensuring that in all lessons there is a better balance between the time teachers spend talking and the time given to pupils to undertake their work
  - improving the quality of marking so that it shows pupils how they can improve their work as well as providing them with opportunities to show how they have responded.
- Improve achievement for all pupils by:
  - extending opportunities for pupils to develop their writing skills in subjects other than English
  - improving the quality of presentation of pupils' work
  - providing more opportunities for pupils to apply their skills in mathematics in other subjects
  - checking that pupils across the school have secure knowledge of the sounds that letters make
  - ensuring that pupils have more opportunities to learn about different faiths and about people from different cultures.
- Improve the effectiveness of leadership and management by:
  - providing leaders in charge of subjects with more opportunities to check on the quality of teaching and learning in their subject
  - making sure that plans for improvement identify clearly the steps which are to be taken and set out how these will be checked by leaders.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because not enough pupils make consistently good and sustained progress across the school. Pupils start the school with broadly average skills and by the time they leave the school at the end of Year 6, standards are average. More-able pupils and those of middle ability are not challenged sufficiently and not enough attain the higher levels compared to what is found nationally.
- Pupils' achievement in reading is broadly average. Pupils are encouraged to read every day and good links with parents ensure that they read to adults in and out of school on a regular basis. Pupils in the Reception class and Key Stage 1 are developing a secure understanding of phonics (letters and the sounds that they make) and by the end of Key Stage 1 pupils' standards in reading are average. Not all pupils in Key Stage 2, however, have a secure understanding of phonics and their skills are underdeveloped in this area. This is affecting their ability to read unfamiliar words and to understand the texts they are reading.
- Pupils' achievement in writing is inconsistent across year groups. There is a lack of consistency in the quality of presentation of pupils' work, pupils do not always write neatly and there are common errors in spelling, punctuation and grammar. There are not enough opportunities for pupils to develop their skills by writing in subjects other than English.
- Pupils make average progress in mathematics and in most year groups their standards of attainment are in line with what is expected nationally. Pupils are not provided with enough opportunities to solve problems and apply their skills in other subjects.
- Pupils who are eligible for pupil premium funding receive small group support. Most pupils make similar progress to their classmates and gaps in attainment in reading and writing have narrowed. Some pupils however, are still about two terms behind in mathematics.
- Disabled pupils and those who have special educational needs make good progress. The special educational needs coordinator manages the support and checks on the progress of these pupils carefully. Additional support is provided if any of these pupils begin to fall behind. Teaching assistants are deployed in and out of class lessons to support these pupils and most are making good rates of progress.
- Children in the Reception class start school with knowledge and skills that are broadly as expected for their age. They are now making good progress in Reception, especially in developing their social, communication and numerical skills.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it is not yet consistently good and ensuring that pupils make good progress over time. Expectations of what pupils can achieve have not been, and are not, high enough. In the majority of lessons observed, work was not pitched at the right level for pupils, in particular for more-able pupils and those of average ability, who were often undertaking work which was not challenging enough.
- In some lessons, teachers talk for too long to the whole class, providing repeated explanations and instructions. As a result, the pace of learning is not brisk enough, limiting the time which pupils have to focus on undertaking their independent work.
- Most teachers mark pupils' work regularly, however, there are inconsistencies in the quality of guidance given to pupils on how to improve their work, linked to their targets. Pupils are not provided with enough time in which to respond to the advice which has been given.
- Where teaching is good, pupils are highly engaged in their learning because it has been pitched at the right level. Adults check on the progress of pupils and provide additional support and challenge when required. For example, in the Year 1 and Year 2 class, pupils were challenged to develop their reading skills through finding information from books about the seaside.
- Teaching assistants are used effectively to provide additional support for pupils of lower ability

and those who are disabled or have special educational needs. This ensures that they make good progress against their individual targets.

- Teaching in Reception is ensuring that children make a good start to their time in school. Parents are involved in supporting their child's learning.

### **The behaviour and safety of pupils** are good

- Pupils say that they enjoy coming to school because the teachers make learning fun and they like spending time with their friends. This is seen in the above-average rates of attendance.
- Relationships between adults and pupils are positive, which contributes to the welcoming and well-ordered atmosphere in the school. Pupils say that they feel cared for by all adults. As a result, behaviour in lessons and around school is good.
- Pupils are keen to learn and apply themselves in a range of subjects. They appreciate the range of after-school clubs which the school provides.
- Pupils have a good awareness of different forms of bullying. There are few incidents of bullying; however, the headteacher ensures that any incidents are dealt with swiftly and effectively.
- Pupils say that they feel safe in school. They understand how to keep themselves safe in a range of situations, for example, when using the internet and especially when using social media sites.
- Governors, parents, staff and pupils all expressed positive views about behaviour in the school.

### **The leadership and management** requires improvement

- Leadership and management requires improvement because the activities used to check how well the school is doing are not objective enough to compare the school's performance to that of all schools nationally. As a result, leaders have an over-generous view of how well the school is doing in terms of the quality of teaching and leadership.
- Plans for improvement are based on the correct priorities; however, these do not give a clear indication of the order of the steps which are going to be made. The plans do not contain milestones or criteria based on pupils' progress, so that leaders can check if they are being successful.
- The curriculum is being developed, with leaders working closely to plan interesting topics for pupils. This is at an early stage of development and it does not fully promote pupils' literacy and numeracy skills. As a result, pupils are not being provided with enough opportunities to apply their skills in mathematics and writing in other subjects. The curriculum does enable pupils to develop well spiritually, socially and morally, however, there are fewer opportunities for them to develop their understanding of different faiths and cultures.
- The headteacher is keen to distribute leadership through developing the role of subject leaders. Staffing absence and changes have meant that the impact of this approach has been inconsistent. For instance, the mathematics subject leader has developed a clear plan of action following her checking on the quality of teaching. This led to teachers receiving training in planning for mathematics and developing pupils' skills in calculation. The impact of this work has ensured attainment in mathematics is now at least in line with national averages across the school. Other leaders have had fewer opportunities to check on the teaching in their subjects and to drive forward improvements.
- The school involves parents in their child's learning when their child starts school, through home visits, as well as contributing to the on-going record of their child's development. Throughout the school, pupils are provided with homework and reading diaries which parents can use to support their child with their learning. Parent View and the school's own surveys show that the vast majority of parents are supportive of the school.
- Since the appointment of the new headteacher, school leaders have welcomed the good levels of support and challenge provided by the local authority. Regular visits by the improvement

partner have helped leaders to check on the school's performance. The evaluation led to the school receiving an external review by the local authority during the spring term. The findings have led to additional support being provided for the school. A Local Leader of Education (LLE) from a successful school within the local authority has been supporting the headteacher. This has helped to improve the systems for tracking the performance of groups and individual pupils, so that leaders can identify the support which they may need. The improvement partner has led training in mathematics, ensuring that all teachers are using a similar approach to planning to meet the needs of pupils. This has helped to accelerate the progress of identified pupils and now attainment in mathematics across the school is at least average. Similar training has been delivered in the teaching of writing and phonics, but this has yet to make a consistent impact across the school. The local authority arranged support for the Reception teacher, through visits to other settings as well as support from an experienced colleague in another school. This has ensured that provision is good and children are making a good start to their school life. The local authority is committed to supporting the school to improve and it will keep a close check on developments. The governing body has received training on how to check on the school's performance and this has enabled governors to independently review how well the school is doing and to challenge leaders to ensure that it must improve. The governing body has access to a range of support services, some of which have been more effective than others. For example, governors speak highly of the support given by the premises and financial services, but they consider that the advice they have received from human resources and governor support has been variable in quality.

#### ■ The governance of the school:

- The governing body has undergone a period of change since the last inspection with new governors being appointed. Governors are now providing significant levels of support and challenge to school leaders. Governors have taken their monitoring role seriously and are able to use the information which they have found to challenge leaders. For example, governors could talk in great detail about the school's performance and they acknowledged that the achievement of pupils is not good enough. They are ambitious and are aware that pupils' attainment should be higher when they leave the school.
  - Governors have a good understanding of financial management and seek value for money in all aspects of their work. They have ensured that the additional money provided by the pupil premium has been allocated appropriately to meet the needs of eligible pupils. Governors have made strategic decisions to ensure that disabled pupils and those who have special educational needs are supported appropriately. As a result, these pupils are making good progress. Governors know what the school is doing to reward good teaching and how it tackles underperformance. The governing body meets all its statutory requirements, including for safeguarding.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	117855
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	412325

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Adams
<b>Headteacher</b>	Les Betts
<b>Date of previous school inspection</b>	18 September 2008
<b>Telephone number</b>	01377 270482
<b>Fax number</b>	Not applicable
<b>Email address</b>	cranswick@eastriding.gov.uk



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