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7 June 2013

Mr L Betts  
Headteacher  
Hutton Cranswick Community Primary School  
The Green  
Driffield  
YO25 9PD

Dear Mr Betts

### **Requires improvement monitoring inspection visit to Hutton Cranswick Community Primary School, East Riding of Yorkshire**

Following my visit to your school on 10 July, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During the visit, meetings were held with the headteacher, the Chair of the Governing Body and a representative of the local authority. The school improvement plans were evaluated along with other school documentation including records from lesson observations.

### **Context**

There have been very few changes since the last inspection but one teacher will retire at the end of this term and the deputy headteacher, currently absent on maternity leave, will take over the class teaching responsibilities for this class in the autumn.

## **Main findings**

The headteacher has begun to systematically tackle the issues requiring improvement. The post inspection action plan is sound, and tackles all of the areas requiring improvement. There are early indications that as a consequence attainment at the end of Key Stage 2 are rising. Staff training has been used to clarify the expectations of teachers' work within lessons. This has begun to see some impact on raising the expectations of pupils work so that there have been some improvements in presentation. However, senior leaders know that there remains much to do. Robust action is being taken to tackle inadequacies in teaching. Consequently, some teachers have personal action plans which detail a range of support to help bring about improvements; for example visiting other schools to observe more effective teaching.

The arrangements to check on the impact of planned developments are clear so that following training and development activities senior leaders are timetabled to check on the impact of changes that are being made. However, it is not always clear what will be checked and how the findings will be reported to governors. Although sound, the written evaluations of lessons do not always identify clear areas improvement. Middle leaders have begun to gain a better picture of pupil performance and the quality of teaching in their subjects across the school. They have recently begun to provide governors with written reports. However, there is some variability in these and some do not always clearly report on the attainment and progress of pupils or identify what will be done to improve teaching, even where shortcomings have been identified.

Governors continue to know the school and its work, and they are providing appropriate challenge and support. Two governors have been effective at sampling the impact of planned developments and have produced useful records of their findings. Some training has been made available to governors. Governors have commented that they would welcome more support and guidance from the local authority.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Further refine the arrangements for checking on the impact of planned developments so that it is clear how improvements will be checked in lessons and what information will be reported to governors.
- Ensure that the subject leaders' reports identify more clearly the standards and progress of pupils and where improvements to teaching are needed.
- Ensure that formal written evaluations of lessons identify clearly how the performance of teachers should be improved.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has provided appropriate support. For example the local authority officer supported an audit of teaching and helped with the writing of the post inspection action plan. Members of the school improvement service have delivered staff training and worked with individual teachers. School leaders are beginning to plan developments with a partner school, including a local leader in education, to provide specific support to individual teachers for example.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for the East Riding of Yorkshire.

Yours sincerely

Amraz Ali  
**Her Majesty's Inspector**