

Hutton Cranswick Community Primary School

The Green, Hutton Cranswick, Driffield, YO25 9PD

Inspection dates 12–13 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Clear direction and strong leadership by the headteacher, ably supported by a highly effective governing body, have resulted in sustained improvements since the last inspection. As a result, pupils are making good progress and standards in the school are rising.
- The quality of teaching is good and improving strongly. Marking is of high quality throughout the school. The procedures to check the performance of teachers are rigorous and effective.
- As a result of the good standard of provision, children in the early years settle quickly and make good progress in all areas of learning. They are well prepared for Year 1.
- Pupil outcomes at the end of Key Stage 1 are consistently above the national average in all subjects, particularly in reading.
- The school's performance in the Year 1 screening check of pupils' knowledge of the sounds that letters make (phonics) has been excellent for the past two years.
- Relationships in the school are extremely positive. Pupils enjoy school, behave well and display a keen desire to learn and do well. They are very proud of their school.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. The atmosphere throughout the school reflects a strong sense of community and mutual respect. The school's values of 'aspire, believe, succeed - together we achieve' are central to the work of the school and equip pupils well for life in modern Britain.
- Pupils feel very safe in the school's caring environment. The school's work to keep them safe is outstanding.
- Governors are very knowledgeable about the school and have an accurate understanding of its strengths and weaknesses.
- The school involves parents closely in their children's learning and they are strongly supportive of the school.

It is not yet an outstanding school because

- Not enough teaching is outstanding to ensure outstanding achievement.
- The high rates of pupil progress are not consistent in all year groups.
- The roles and responsibilities of the middle leaders and subject leaders are not sufficiently developed to further improve the quality of teaching in their subject areas.

Information about this inspection

- The inspector observed teaching in several lessons, five of which were observed jointly with the headteacher. All teachers and class groups were observed. In addition, the inspector made a few short visits to observe pupils in small group sessions.
- The inspector reviewed the work in pupils' books, observed pupils in the dining hall and the playground and listened to pupils from Key Stage 1 and Key Stage 2 read.
- The inspector held discussions with the headteacher, middle leaders, a local authority representative and members of the governing body.
- The inspector spoke informally to pupils in lessons and around the school, as well as having a more formal meeting with a group of pupils from Key Stage 2.
- The inspector observed the work of the school and looked at a range of documents including: the school's own information about students' progress; planning; the monitoring of learning and teachers' performance; organisation of the curriculum; records relating to behaviour and attendance; safeguarding information; how the money from pupil premium is spent and the minutes of governing body meetings.
- The inspector took account of the 46 responses to the online questionnaire (Parent View) and the 23 responses to the inspection questionnaire returned by staff.

Inspection team

Peter Bailey, Lead inspector

Additional inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Almost all pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well-below average.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average. (The pupil premium is additional funding the school receives to support pupils who are known to be eligible for free school meals and those in the care of the local authority.)
- There are six classes in the school. Early years consists of a full-time Reception class. There are classes for Year 1, Year 2, Year 5 and Year 6. There is a mixed-aged class of Years 3 and 4.
- The school operates a before-school breakfast club.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Since the last inspection, a new headteacher and chair of governors have been appointed.
- The school works cooperatively with other small primary schools in a local cluster group.

What does the school need to do to improve further?

- Improve the quality of teaching in order to bring about outstanding achievement for pupils by:
 - sharing the outstanding practice that exists within the school in order to develop teachers' skills further
 - applying the high-quality marking in literacy across all subject areas
 - ensuring that pupils make consistently good progress in all year groups
 - Improve leadership and management by further developing the role of middle leaders and subject leaders in supporting school improvement through raising standards in the subjects for which they are responsible

Inspection judgements

The leadership and management are good

- The headteacher provides the school with dynamic leadership. He is extremely committed and passionate about driving forward the schools' improvement and has an unwavering determination to provide every child with a solid foundation for the future.
- The headteacher has established a culture of high expectations amongst all staff, where good behaviour and progress are expected and communicated clearly to pupils and parents. As a result, pupils are thriving. His drive and determination have been crucial in rapidly improving the school, ensuring any weaknesses in teaching are quickly identified and addressed. Many areas for improvement identified at the last inspection have become strengths and the school is well placed to improve further.
- The headteacher is held in high regard by the pupils, parents and staff. Comments on all the staff questionnaires returned indicate a high level of confidence in the school's leadership. Staff morale is high. One member of staff commented, 'It's an absolute delight to work at this school. There have been significant changes and improvements made and it really is a positive and enjoyable place for children to learn and staff to work.' Another wrote, 'I am proud to work at this school, which is led and managed by a strong headteacher with a clear vision.'
- The school leadership has an accurate understanding of how well the school is doing, as they thoroughly evaluate the school's performance. Leaders correctly identify the school's strengths and the right priorities for further development.
- The leadership of early years is good and is constantly reviewing the provision and curriculum to ensure that it meets the needs of the children so that they make good progress.
- The roles and responsibilities of the middle leaders and subject leaders are not yet fully developed in order to speed up progress in their subject areas.
- The school has reviewed its curriculum in the light of changes to the new National Curriculum. It provides pupils with a broad range of interesting activities and exciting learning experiences through a themed approach to topic work. The school is implementing new assessment procedures to replace the previous National Curriculum levels. The initial indications are that teachers are applying them well.
- The process to check the quality of teaching is well structured. Teachers commented that they found the process supportive, with good opportunities in place for training. However, there are missed opportunities to share the best practices in teaching among all staff in the school.
- Thorough systems to check the progress of pupils are in place and provide accurate and up-to-date information on pupils' attainment. This information is also used with increasing effectiveness to manage the performance of staff. The link between performance and salary progression for staff is clear and applied rigorously.
- The school is committed to equality of opportunity for all pupils and positively tackles any forms of discrimination. Leaders make sure that funding to support disadvantaged children, the pupil premium, is used well to target relevant support for individuals. The impact of these interventions is rigorously checked by the school and the governing body. School data show that all groups across the school, including disadvantaged pupils, are currently making similar rates of progress. Discussions with pupils show their good understanding of what the school does to promote equality of opportunity, fairness and respect for one another.
- The promotion of pupils' spiritual, moral, social and cultural development and of British values and concepts such as democracy, tolerance and the rule of law is good. During the inspection an assembly took place in which the school announced the results of the election for the school council, which was linked to the General Election, effectively reinforcing the principles of free speech, freedom of choice and democracy.
- Pupils have strong moral awareness and the school provides very effective support for pupils' social development, evident in the pupils' willingness to work in teams and how they display high levels of cooperation when working in group activities. Pupils are consequently well prepared for life in modern Britain.
- The school uses the primary sports funding well. It has been used to increase the scope of sports activities available to pupils during and after school, provide pupils with the opportunity to be coached by sports specialists and fund training to develop the teachers' expertise. A wide range of sporting opportunities are available to pupils. They are well attended and contribute to the pupils' health and well-being.
- The school has successfully developed a mutually supportive relationship with parents, especially with those of children in the Reception class. Parents are highly supportive and express overwhelmingly positive views of the school.

- The school works very effectively with a number of local schools to provide support and share expertise.
- Policies and procedures for safeguarding are exemplary. They are rigorously implemented and meet all current requirements. The school is extremely vigilant in ensuring pupils are safe and acts promptly if any concerns are raised.
- The local authority has offered highly effective support to the school, particularly during the period of instability in the leadership of the school, prior to the appointment of the current headteacher. Governors have benefited greatly from the support given by the authority's governor service.
- **The governance of the school:**
 - The governing body is exceptionally supportive of the school. Its members are knowledgeable, ambitious and approachable. They are highly committed and very well informed about the school. They use statistical information astutely to evaluate the school's performance in relation to other schools, nationally.
 - The governors play a critical role in challenging plans for improvement and setting rigorous targets for the headteacher.
 - They check teachers' performance and pupils' progress, paying particular attention to the progress made by pupils eligible for pupil premium funding. They are fully aware of the priorities for school improvement and monitor progress against the school improvement plan throughout the year. They continuously seek to further their own expertise by additional training in order to make them effective in their role. School finances are managed effectively.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and courteous in and around the school. They are enthusiastic in lessons and work well as partners and in larger groups. They are self-motivated to work on their own when they are not being supported.
- The large majority of the parents said that the behaviour of pupils in the school is good.
- Pupils' attitudes to school, learning and their work are good and this has a positive impact on their progress. Pupils value education highly and most try their best.
- The pupils' good behaviour and their deep respect for one another testify to the extremely good quality of pupils' spiritual, moral, social and cultural development.
- Pupils are excellent ambassadors for the school and are well prepared for the next stage of education, both academically and personally.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say they feel exceptionally safe in school. They are fully aware of what might constitute potentially dangerous situations and know how to avoid them. There are regular visits from the police, fire service and others to help pupils to understand how to keep themselves safe.
- The school takes great care that incidents concerning the health and safety of the pupils are dealt with effectively and quickly. During the inspection a pupil tripped on the playground. The member of staff responded promptly and escorted the pupil to first aid trained staff who dealt with the pupil in a highly competent manner. The clear procedures were strictly followed, the incident logged and parents informed.
- The school's safeguarding systems and procedures are extremely thorough and rigorously implemented. The governor with oversight of safeguarding ensures that all practices and policies are up to date and followed.
- Pupils were adamant that there is no bullying at the school. They have a good awareness of different forms of bullying. They know the dangers posed by social network sites and cyber-bullying and to report such threats to parents and teachers.
- Pupils' attendance is broadly average. Persistent absence is well below the national average.
- School leaders make sure that pupils are very safe in school. Staff are extremely well trained and fully aware of safeguarding policies and procedures. Staff who are recruited are rigorously checked.
- In their questionnaires, all staff and an overwhelming majority of parents agree that pupils are happy, well behaved and safe at school.

The quality of teaching is good

- Teaching has improved since the last inspection and is now good, as evidenced in the pupils' books and records of progress. It promotes pupils' learning and personal development well. The observations of learning during the inspection confirm the school's own evaluation of the effectiveness of teaching over time.
- The large majority of lessons planned by teachers are interesting and well matched to meet individual pupils' needs. Teachers ask probing questions to check understanding and extend pupils' learning. They give pupils good opportunities to discuss their ideas so that pupils are more confident when working on their tasks.
- The good progress pupils make in numeracy and literacy is enhanced by pupils' individual target cards, displayed in their books, which accurately record pupils' learning and progress. These skills are further developed in the themed, topic-based lessons and other areas of the curriculum.
- Marking was identified as an area for improvement in the last inspection; it is now of high quality with much exemplary practice, particularly in literacy. Throughout the school, teachers provide detailed guidance for pupils about what they have done well and how they could improve their work further. In addition, pupils have good opportunities to evaluate their own progress and respond to the teachers' comments. However, this good practice is not consistent in all subjects, particularly mathematics.
- Staff create a happy and secure learning environment where pupils are able to thrive. Positive relationships between staff and pupils help pupils to achieve particularly well. Teachers know pupils well and carefully tailor the activities to meet their needs. Parts of lessons observed by the inspector moved seamlessly from periods of a high level of pupil discussion to periods of self-imposed silence by pupils, totally engrossed in their learning.
- Classrooms promote learning. They are well organised with imaginative displays that inspire pupils to learn. Teachers use time well so that little time is lost. As a result, pupils settle quickly to their tasks, work productively and maintain high levels of concentration.
- The teaching of reading is a particular strength across the school. Teachers promote the teaching of reading from the early years where children learn letters and the sounds they make (phonics) very effectively. This good practice is maintained through Key Stage 1, so that most pupils have secure reading skills by the time they enter Key Stage 2. Pupils say they enjoy reading and speak enthusiastically about their favourite stories and authors.
- Teaching assistants are skilled and effective in questioning and supporting pupils' learning. They are deployed well by class teachers to support a range of pupils' needs and abilities.

The achievement of pupils is good

- Achievement is good and has improved since the previous inspection, particularly in Key Stage 1. The majority of pupils make good progress. Achievement is enhanced by the extremely positive attitudes pupils have to their learning and their desire to learn.
- In this small school, standards can vary, depending on the numbers of pupils in the class and on the range of ability. As a result, comparisons against national averages are to be treated with caution.
- At the end of Year 1, the proportion of pupils achieving the expected standard in the phonics screening check was well-above average.
- Attainment in Key Stage 1 has risen over the last three years and in 2014, at the end of the key stage, standards were well-above average in reading, writing and mathematics.
- In Key Stage 2, standards have risen over the past two years and in 2014, pupils at the end of Key Stage 2 had made good progress and attainment was above average. Outcomes in mathematics were stronger than in reading and writing. Boys' achievement was below girls' and the school has taken effective action in checking boys' progress in order to address the gap in outcomes.
- School tracking data and work in pupils' books show that the large majority of pupils are making more than the progress expected of them. However, this good progress is not consistent in all year groups and the school is targeting effective support within identified classes to speed up progress.
- Because of the small numbers in each year group, there are too few disadvantaged pupils to comment meaningfully on their attainment and progress in comparison with others in the school or nationally. The school identifies their needs accurately and puts in place effective support to meet their particular needs so that the vast majority achieve at least as well as other pupils. Their progress is rigorously monitored by the school and the governing body to assess the impact of the intervention. Current tracking data show that they are making progress in line with other pupils in the school and, in some cases, better progress.

- The school caters extremely well for disabled pupils and those who have special educational needs. They receive highly effective support from teachers and well-trained support staff. As a result they make good progress and achieve well, comparing favourably with other pupils nationally.
- Additional challenges and extension activities are provided in lessons for the most able pupils to help them make faster progress and reach the higher standards of which they are capable. In Key Stage 2, for example, booster classes in English and mathematics and links with other schools are also used to help pupils realise their potential. This is having a positive impact, as the number of pupils on track to attain Level 6 in mathematics is well above the national average.

The early years provision

is good

- Almost all the children enter the Reception Year having experienced previous child-care settings, the large majority from the play group in the village. Numbers are increasing and, next year, the intake is at capacity.
- The majority of children have levels of knowledge and skills below those that are typical for their age. They make good progress and by the end of Reception Year, in 2014, the proportion of children achieving a good level of development was above average. This is because the children were well taught. Staff have a secure knowledge of the skills that the children need. Children are well prepared to start Year 1. In the current Reception class, the number of children who have already achieved a good level of development is higher than last year and is set to increase further by the end of the year.
- The children enjoy school. Staff have created a bright and lively setting that promotes social development and communication skills well. Children are keen and attentive and willingly contribute to discussion.
- The impressive outdoor area is an excellent resource and offers a large purposeful space that provides excellent opportunities to develop children's learning and extend learning through play.
- Teaching is consistently good and staff plan interesting and fun activities that help children make good progress in acquiring a wide range of skills, knowledge and understanding. Children make particularly good progress in their literacy, numeracy and personal and social skills because they enjoy what they do and expectations are high. The teaching of phonics is very good, as is the development of children's writing and number skills.
- Staff check carefully the children's abilities when they first start and quickly identify any who may have specific needs so that additional support is planned early.
- The positive relationships children form with staff and with one another help them gain in confidence and independence as they go about their choice of activities, sensibly and safely. Behaviour is good. Children are kind and considerate when sharing resources, with the occasional altercation being handled smoothly so the happy, safe environment is maintained. The early years environment is a busy, productive, safe and happy place where children make a good start to their education.
- Parents are overwhelmingly positive about the leadership and management of early years, particularly the high level of care and support. There are strong links between home and school. These views are supported by the inspection findings.

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

Unique reference number	117855
Local authority	East Riding of Yorkshire
Inspection number	462266

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	The governing body
Chair	Ray Sharpe
Headteacher	Kris Henderson
Date of previous school inspection	15 May 2013
Telephone number	01377 270482
Fax number	Not applicable
Email address	cranswick@eastriding.gov.uk

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