



# Hutton Cranswick Community Primary School

Inspection Report

**Unique Reference Number** 117855  
**LEA** East Riding of Yorkshire  
**Inspection number** 280166  
**Inspection dates** 12 October 2005 to 13 October 2005  
**Reporting inspector** Christopher Keeler

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

<b>Type of school</b>	Primary	<b>School address</b>	The Green
<b>School category</b>	Community		Hutton Cranswick
<b>Age range of pupils</b>	4 to 11		Driffield, YO25 9PD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01377 270482
<b>Number on roll</b>	168	<b>Fax number</b>	01377 271626
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Janet Minns
<b>Date of previous inspection</b>	8 November 1999	<b>Headteacher</b>	Mr Paul Beeston

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 12 October 2005 - 13 October 2005	<b>Inspection number</b> 280166
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

## Description of the school

Hutton Cranswick Primary School is situated in a village located between Beverley and Drifffield. The school serves an area, which includes private housing, a council estate and outlying rural and farm dwellings. All the pupils are from white families in which English is the first language. When they enter school, pupils' attainment is in line with the national average. The percentage of pupils that are eligible for free school meals is in line with the national average, while the percentage of pupils identified as having special educational needs is below.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school judges its effectiveness to be good and improving and the inspectors agree. The leadership of the headteacher is good. There is a clear vision and a commitment to improvement. The role of subject leaders is underdeveloped, and they do not play an important part in sustaining high standards. This is being successfully addressed. Good teaching is evident in each key stage. The headteacher has not ensured that recently introduced strategies to improve the quality of teaching and learning are securely established in all classes, for example the consistent use of marking. The standards of pupils on entry to the school are average. Inspection evidence indicates that pupils make good progress overall during lessons.

Overall provision in the Foundation Stage is good and has recently been enhanced by the development of a secure and attractive outdoor learning area. While standards in the core subjects have been above the national average at the end of Key Stage 2 since 2001, they fell to below average in 2004. Since the appointment of the headteacher, this decline has been dramatically reversed. Pupils with learning difficulties make equally good progress as their classmates.

The care, guidance and support for pupils are good as is the provision for pupils personal development and well-being. Their good attitudes during lessons and the good relationships that they have with their teachers enhance learning. Pupils enjoy coming to school and their behaviour is good.

The overwhelming majority of parents believe that it is a good school. They are correct in doing so. They recognise the changing nature of the school. They particularly appreciate that the headteacher and staff are approachable, open, and prepared to listen and respond to parents' views.

The school's capacity to improve is good. It provides good value for money.

### What the school should do to improve further

- Ensure that the strategies recently introduced to improve the quality of teaching and learning become securely established in all classes.
- Develop the role of subject leaders.
- Introduce a marking policy so that pupils know what it is that they have to do in order to improve.

## Achievement and standards

### Grade: 2

Standards and achievement are good. This reflects the school's own judgement. At the end of Year 2, the results in national tests have been continually above the national average. The school experienced a dip in results in national tests in 2004 for Year 6 pupils. However, the results in 2005 showed a significant improvement. The percentage of pupils attaining the expected Level 4 was above the national average as was the

percentage of pupils attaining the higher levels. This improvement is the result of a focused approach to raising standards, including target setting, assessing pupils' progress, monitoring teaching, along with carefully considered teaching appointments. These developments correspond with the arrival of the current headteacher. In all stages of the school, pupils make good progress during lessons and the good strategies put in place are likely to improve this further. Pupils with learning difficulties make similar progress to that of their peers because the school identifies and plans well for them.

## **Personal development and well-being**

### **Grade: 2**

The school's view of this aspect is good and the inspection team agree with this judgement. Pupils clearly enjoy school, feel safe and value learning. They state that learning is fun and praise the teachers for this. Pupils behave well in all aspects of school life. Their good attitudes to learning and their good relationships with each other and with adults in the school foster learning well. In discussion and in their work and play, pupils understand and show care and concern for all. They know how to keep safe and what makes for a healthy life style.

Provision for pupils' spiritual, moral, social and cultural education is good overall. Pupils have a good sense of right and wrong. They learn to care for the world. For example, they visited an animal centre to learn how to care for animals. They learn well about their own culture and gain an insight into cultural diversity through religious education and special events.

The school council is only recently established and provides a satisfactory opportunity for pupils to have a voice in school life and decision making. The school is working towards more opportunities for pupils to think for themselves and become more independent in their learning. This was demonstrated very well in Year 6 when working in groups. Attendance is good and there have been no recent exclusions.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Some good teaching was observed throughout the school and an example of outstanding teaching was seen in Key Stage 2. As a result, pupils make increasingly good progress.

In the Foundation Stage, teaching is good. The teacher and support staff are very aware of pupils' learning needs and plan accordingly. The quality of relationships between staff and pupils is good. Pupils respond positively to help and support and as a result acquire a range of skills that prepares them for the National Curriculum.

In Key Stages 1 and 2, good teaching is evident where teachers have good subject knowledge and are aware of the pupils' learning needs. They successfully capture the

interest of pupils through carefully planned, stimulating activities. Lessons are conducted at a lively tempo with clear explanations supported by effective questioning. Pupils are keen to put newly acquired skills into practice.

Relationships in all lessons are good and pupils behave well. They display good attitudes towards their work. Pupils with additional learning needs are well catered for and supported in lessons. Good use is made of teaching assistants, who provide good support for individual pupils.

A number of measures to improve teaching and learning have been introduced over the last two terms. For example, classes have been organised into year groups so that all pupils access an appropriate curriculum. The school sets pupil targets for learning in English and mathematics and monitors their progress over a half term. This is raising teachers' awareness of what pupils should be able to do by the end of the year and is beginning to increase the progress that pupils make as they move through the school. The impact on standards should become even more apparent once these practices have become established. However, the use of short-term, achievable targets, which are known by pupils and reflect small steps in pupils' learning, have not yet been introduced. At present, there is no whole-school marking policy. Pupils are not sufficiently aware how good their work is or how they can improve.

## **Curriculum and other activities**

### **Grade: 2**

The school is correct in assessing the curriculum as good. Good links are beginning to be made between subjects in order to develop literacy and numeracy skills. There are good opportunities for the development of personal, social and health education. Pupils in Year 6 are eagerly looking forward to a residential visit later in the year. They gain a good insight into local issues and concerns, for example through the recent whole-school focus on a village project. Special days and events are planned for each half term to ensure further enrichment and enjoyment of the basic curriculum. There is good provision for pupils to learn and use the basic skills needed for success in the future. A current focus is the development of speaking and listening skills in order to strengthen other aspects of English and to enable pupils to function well in groups. The school is currently working toward the Healthy School Award. For the size of the school, there is a good range of sporting activities and other clubs.

## **Care, guidance and support**

### **Grade: 2**

The school is well justified in assessing this aspect as good. Pupils trust and value their teachers and are confident that they can always talk to them if they need help. Strong systems are in place to protect pupils and the school has a good programme to deal with bullying should it arise. Pupils feel comfortable in the playground and acknowledge only minor incidents of occasional name calling as the worst that ever happens. Pupils in Year 6 volunteer as 'helpers' to keep the youngest pupils happy and safe. Child protection procedures are well established. The school has good procedures, for example for raising awareness of 'stranger danger', for helping pupils to keep safe.

The school works effectively with a range of outside professionals to the benefit of pupils. There are good procedures for identifying and meeting the needs of those pupils who have learning difficulties, ensuring that they make good progress and are happy with their peers. They are well supported in their learning by the teaching assistants.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good.

It is clear from an analysis of the parents questionnaires, discussions with staff, governors and pupils that the school has improved rapidly under the good leadership of the recently appointed headteacher. As one parent commented, 'the headteacher is everything this school needs. He is welcoming, open, hardworking and obviously very fond of the children'. The inspection team concur with this view. The headteacher has a clear understanding of the school's strengths and recognises that there is still more to do. The inspection team agree with the headteacher's evaluation of the school. He is ably supported by the deputy headteacher and they are creating a team that is committed to working together for the benefit of all pupils. Effective mechanisms have been put in place to monitor and evaluate the work of the school.

Parents have total confidence in the headteacher and staff and recognise that there is a new sense of urgency in relation to raising and sustaining standards while, at the same time, maintaining a happy school where pupils feel secure and want to be. A clear framework for further development has been established. The subject leaders, particularly those for English and mathematics, are developing confidence in carrying out their roles. They are acquiring skills related to monitoring the quality of teaching and learning as well as the tracking of pupils' progress. They have received good support from the headteacher and the local education authority. Once they have honed these skills they will be well placed to make a significant contribution to raising pupils' performance further in their respective subjects. This will take some of the pressure off the headteacher and enable him to focus on other issues.

The headteacher and the chair of governors, who is part of the leadership team, have established a good working relationship. They meet regularly to discuss the work of the school. Governors are very supportive of the headteacher and staff. A significant step has been the setting up of a school improvement committee to monitor and evaluate the strategies designed to improve the school further. All statutory requirements have been met. The school has used resources effectively, for example, the provision of outdoor facilities that is designed to support social and physical development. The school provides good value for money. The school has good capacity to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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Hutton Cranswick Community Primary School  
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Driffield  
YO25 9PD  
14 October 2005

Dear Children,

Thank you very much for being so welcoming to us when we recently visited your school. We were most impressed with your good behaviour and the way you were all so polite and friendly.

You told us that you enjoy coming to school and that you like your teachers, even though they make you work hard and set homework! But most importantly, you know what to do when you need help and as result you feel safe.

Your headteacher is doing a good job and he is determined to make sure that you enjoy your lessons and do as well as you can. I am sure that you are pleased with the new activity areas in the playground and on the field. Your teachers take very good care of you and work hard to ensure that you make good progress in all that you do.

When your teachers mark your work they are going to tell you how well you are doing and how you can improve. They are also going to look closely at how quickly you make progress.

We think that by doing these things, your school will get even better.

We had a good time at your school. Thank you.

Yours sincerely

C.Keeler

Her Majesty's Inspector

Annex B