



Sutton in Craven Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 121593
LEA North Yorkshire
Inspection number 281053
Inspection dates 23 March 2006 to 24 March 2006
Reporting inspector Mr Roger Hartley HMI

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

Type of school	Primary	School address	Main Street
School category	Voluntary controlled		Sutton-in-Craven
Age range of pupils	4 to 11		Keighley, West Yorkshire BD20 7JS
Gender of pupils	Mixed	Telephone number	01535 632181
Number on roll	87	Fax number	01535 632181
Appropriate authority	The governing body	Chair of governors	Mrs M Green
Date of previous inspection	30 October 2000	Headteacher	Mrs Armitage

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Introduction

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

Description of the school

Sutton-in-Craven Church of England Voluntary Controlled Primary School is a small primary school situated in a village midway between the West Yorkshire town of Keighley and the North Yorkshire town of Skipton, on the edge of the Yorkshire Dales. Nearly all the 87 pupils aged 4 to 11 years live in the local community and surrounding rural areas. There are no pupils from ethnic minority groups. There are 15 pupils who have been identified with learning difficulties and/or disabilities. Eight percent of pupils are eligible for free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Sutton-in-Craven Church of England Voluntary Controlled School is a good primary school. The children enter the Foundation Stage with at least average and above average levels of attainment. They settle well, show good levels of confidence and concentration and make good progress towards the Early Learning Goals. The Foundation Stage is generally well organised and managed. Learning takes place through a combination of well-chosen activities directed by adults, and those which children choose.

Standards in Key Stages 1 and 2 are good overall and pupils make at least satisfactory and often good progress in their learning. The school has been quick to act on weaknesses identified in writing and some elements of mathematics. The quality of teaching is at least satisfactory, often good and occasionally outstanding. The curriculum is broad and balanced and is enriched by a range of extracurricular activities, although plans to introduce more cross-curricular work are at an early stage.

The pupils' personal development and well-being and their care, guidance and support are good. The pupils display consistently positive attitudes to learning, and both behaviour and attendance are good.

Leadership and management are satisfactory overall. The headteacher has set a tone for the school which promotes good standards and aims for every child to achieve their potential. A number of initiatives have been, or are being introduced, including curriculum reviews, monitoring procedures and a range of assessment techniques although not all are firmly established. The school does not have a clear management structure.

Resources are well used, and overall the school provides satisfactory value for money.

What the school should do to improve further

- Continue to raise standards especially in writing and mathematics.
- Review the management structure.
- Establish how the school is to achieve cross-curricular learning.

Achievement and standards

Grade: 2

Achievement and standards are good overall. Children's attainment when they enter the Foundation Stage is at least average and often above average. These levels are built upon throughout the Foundation year and the children make good progress towards the Early Learning Goals. By the end of Key Stage 1 all pupils reach the nationally expected Level 2 in reading, writing and mathematics and over a third reached higher levels in reading and mathematics. At Key Stage 2 standards continue to improve and are above national levels in English, mathematics and science, with over a half of pupils achieving higher levels in science, and a third in mathematics.

The results for both key stages have remained relatively stable over the past three years. In the lessons observed, standards were satisfactory in one and good in the remaining five.

The school has its own assessment methods which have highlighted general weaknesses in writing, and mathematics in some year groups; these are being addressed with appropriate measures.

The pupils' progress in learning varies throughout the school being good in half the lessons observed and satisfactory in the other half; it is consistently good in Key Stage 2. The pupils make most progress when the teaching is vibrant, work is presented in different ways, and the tasks are well matched to the pupils' abilities. On these occasions, they respond enthusiastically and thrive on challenge. However, occasionally the work proves too easy or too hard although generally, the match of work for the least able is better than that for the most able pupils.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being are good. The school has created a safe, secure and stimulating learning environment in which pupils are respected as individuals and their work is celebrated through a variety of displays. The pupils are happy and enjoy coming to school, reflected in the good levels of attendance and behaviour. The pupils display consistently positive attitudes to learning. They develop good levels of concentration, work independently and cooperatively from an early age, respect each others' views, and respond well to questions. The staff create an atmosphere of trust and care, and the pupils say they know there is someone to go to if they are worried. The school has suitable measures in place to deal with bullying, although incidents are very rare.

The school has introduced a range of measures to promote healthy lifestyles and is actively seeking the 'Healthy Schools' award. Despite the school's size, there is a good range of physical activities for all pupils, led by school staff and also using expertise from the local high school and sporting clubs. There are well-established sex and drug education programmes. The democratically elected school council contributes ideas to improve the school environment, and debates different aspects of school life including healthy eating and how to respond when children feel lonely at break times. The pupils' spiritual, moral, social and cultural development is fostered through well planned assemblies, contributing to community events, charity fund-raising and a range of clubs and music groups.

Quality of provision

Teaching and learning

Grade: 2

Teaching is at least satisfactory, often good, and occasionally outstanding. Lessons are planned carefully and the learning intentions shared with the pupils. In the best

examples, the teachers use a variety of ways to promote learning including good questioning techniques; electronic whiteboards; 'talking partners'; using basic skills to solve practical problems; and providing work which challenges the pupils. However, despite small teaching groups, the work sometimes does not match the pupils' needs and some are hesitant to 'have a go' without the teacher giving additional help; on these occasions, the pace of learning falters. Much of the teaching is enthusiastic; teachers display good subject knowledge; and use a variety of teaching resources to good effect.

Teaching assistants are well used and make an effective contribution throughout the school both to the teachers and pupils.

Curriculum and other activities

Grade: 3

The curriculum is broad, balanced and meets statutory requirements. Some aspects of the curriculum have been the subject of review, such as information and communication and technology. The work towards gaining the healthy school award has broadened the range of activities taught; for example, in sport, and by using established subjects such as science to study health topics. The school has also introduced French, and there is a number of musical opportunities for pupils to sing and play an instrument.

However, the school has begun to consider how to teach the curriculum to better effect; for example, by making better use of essential skills in English and mathematics when teaching other subjects. It is developing 'a theme based approach', but the inspector agrees with the school's own evaluation of the current situation that it is only 'partially in place'. There is still some way to go, especially in reaching common agreement about what should be taught and how.

Care, guidance and support

Grade: 2

The school provides good quality care, guidance and support. The staff encourages pupils to give of their best, and they feel valued, safe and cared for. The positive relationships between staff and pupils help promote the pupils' self esteem, and adults know them well. Health and safety issues are given appropriate attention and policies are in place.

Links with parents are a strength of the school, reflected in the unanimously positive responses in the parents' questionnaire. There are many opportunities to take part in school life and information about their child's progress is readily available.

All the pupils have learning targets in English and mathematics and marking of work is

often done with the pupil. However, the frequency with which targets are changed,

varies.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory overall. The headteacher has been in post for four years, and has set a tone for the school centred on enabling every pupil to fulfil his or her potential; the school achieves a good measure of success. Parents hold the school in high regard and the pupils work hard. Over time, the headteacher has enabled good standards to be sustained by introducing modifications to the curriculum, tackling the challenge of mixed age classes and small year groups. More recently a review of assessment procedures has taken place to identify curriculum areas which need strengthening and sharpen up the use of assessment results to set learning targets for the pupils. Although the system has yet to be fully embedded, already it has helped identify weaknesses in mathematics in some year groups.

Recent staff changes have presented the headteacher with an opportunity to push forward with ideas for enriching the way the different subjects of the curriculum are taught. However, progress is not as rapid as it might be because there is no senior management structure within the school which the headteacher can draw on to help her make major decisions. The headteacher prefers to share decision-making with all the teaching staff; for example, deciding the content of the school improvement plan, and most decisions are taken at staff meetings although these are irregular. As a consequence, developments take time. All teachers have subject responsibilities and have produced action plans, and two have already had a positive impact on the development of ICT and health education.

There are a number of monitoring procedures in place to check on the quality of teaching, the development of individual subjects, and the quality of the pupils' work. Lesson observations are of good quality, but the heavy burden of responsibilities taken on by the headteacher has caused her to reduce her own formal monitoring activity.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	3	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

I would like to say how much I enjoyed spending two days in your school. Thank you for being so polite and helping me.

I spent a lot of time finding out how well you are learning by watching you work in some of the lessons and talking to Mrs Armitage and your teachers. At the end of the inspection, I talked to Mrs Armitage about what I had found out. This is what I said.

I thought you were very well behaved all of the time. The youngest boys and girls shared things and took turns, and older children acted responsibly, taking care of books and equipment. You told me that you enjoyed coming to school and felt that the teachers were interested in you and that you were happy to talk to them and they took good care of you. All of you work hard, listen to your teachers and try your best to answer their questions.

One of the jobs I have to do when I inspect schools like yours is to see if there are any things which could make your school even better. Of course I couldn't think of anything you need to do because you're brilliant already! It was a very difficult job because your headteacher and teachers work so very hard. I suggested that they might help you get better in your writing and mathematics, and to continue finding exciting ways of teaching different subjects.

I know you enjoy coming to school. So keep working hard so that Mrs Armitage, your teachers and parents can be proud of you!