Sutton-in-Craven Community Primary School

Inspection Report

Unique Reference Number	121420		
LEA	North Yorkshire		
Inspection number	284638		
Inspection dates	1 March 2006 to 2 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**	Bridge Road
School category	Community		Sutton-in-Craven
Age range of pupils	4 to 11		Keighley, West Yorkshire BD20 7ES
Gender of pupils	Mixed	**Telephone number**	01535 633064
Number on roll	172	**Fax number**	01535 631161
Appropriate authority	The governing body	**Chair of governors**	Mr C Todd
Date of previous inspection	26 April 1999	**Headteacher**	Mrs Fiona Beetles

Age group	Inspection dates	Inspection number
4 to 11	1 March 2006 – 2 March 2006	284638

Introduction

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

Description of the school

Sutton-in-Craven Community Primary School is situated in a large village between Keighley, West Yorkshire, and Skipton, North Yorkshire. There are 172 pupils on roll aged 4 to 11 years, nearly all living in the immediate community. Four pupils are from minority ethnic groups, although none require additional language support. Twenty four pupils have been identified with learning difficulties and/or disabilities including one pupil with a statement of special educational need. Only 1.7% of pupils are eligible for free school meals which is well below the national average.

There have been some recent changes in the school which have affected many aspects of the school's work. The previous headteacher, who had been absent from the school since mid summer 2005 with ill health, officially resigned in December 2005. The present headteacher was seconded to the school in September 2005 and made the substantive headteacher in January 2006. In addition, there have been several recent changes in teaching staff and also in the governing body, including the chair of governors.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Sutton-in-Craven Community Primary School is an improving school. It provides its pupils with a satisfactory standard of education and is well placed to build upon the gains already made since September 2005. Standards achieved have been very variable; satisfactory in the Foundation Stage and Key Stage 1, but disappointing in Key Stage 2. This picture is changing with standards now satisfactory throughout the school due mainly to the introduction of assessment and tracking procedures which are beginning to influence the planning of work. However, more use needs to be made of information about what pupils can and cannot do to plan the next steps in learning. Most pupils achieve well, but the more able are capable of greater challenge. Despite recent staff changes, the quality of teaching was satisfactory overall, and about half was good. The curriculum is broad and balanced and there is an increasing number of additional curricular activities to enrich the pupils' experiences. The pupils' personal development is good. They are happy and enjoy coming to school, relationships are good at all levels, and attendance is very good. Behaviour is mostly good but there are pockets worthy of improvement.

Leadership and management of the school are satisfactory overall, with that provided by the headteacher displaying good features, especially her leadership which is of good quality. She has made a determined start to put right some long standing weaknesses and enjoys excellent support from staff and parents. Nevertheless, there is still some way to go to make sure all the initiatives are secure and having a positive effect on standards.

The children receive a sound start in the Foundation Stage, settle well and become confident. The work reflects the Early Learning Goals and the teaching provided by the recently appointed teacher is consistently satisfactory.

Overall the school provides satisfactory value for money.

What the school should do to improve further

- Raise the quality of teaching by improving the accuracy of assessment and the match of work to pupils' learning needs, especially for the more able.
- Improve the learning attitudes of a minority of pupils throughout Key Stage 1.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory overall. However, there are wide variations between the key stages in both the level of pupils' achievements and the standards reached, and also between the 2005 test results and the current standards in lessons, which are providing an encouraging picture.

Most of the children enter the Foundation Stage with average levels of attainment and make steady progress towards the Early Learning Goals. In the 2005 national tests,

all the pupils at the end of Key Stage 1 reached the nationally expected Level 2 in reading and mathematics, and almost all in writing, although few pupils gained the higher Level 3. However, this overall satisfactory situation was not sustained in Key Stage 2 where the results present a bleak picture, especially when compared with similar schools and results from the previous two years; there was a significant decline in all three subjects. However, the absence of accurate measures to determine pupils' attainment and progress over time have led to expectations of pupils being falsely set. For example, recent detailed analysis of Foundation Stage data suggests that levels are not as good as reported, resulting in a clouded picture about pupils' subsequent progress throughout Key Stage 1, a pattern repeated in Key Stage 2.

The newly appointed headteacher has responded swiftly to improve matters by tackling weaknesses in assessment, tracking pupils' progress, and addressing teaching and learning issues, and there are already some indicators of success.

Standards in lessons overall are more optimistic being satisfactory in twelve, good in another and inadequate in one. However, the work set could be more challenging for the more able. Progress in learning was good in six lessons, satisfactory in seven and inadequate in one; it was at its best in Key Stage 2.

Personal development and well-being

Grade: 2

The pupils' personal development is good. Pupils have a good understanding of the difference between right and wrong and are sensitive to the needs of others, frequently showing kindness to those facing personal difficulties. Pupils say there are rare instances of bullying, but they are confident that adults deal with them effectively; their involvement in National Anti-Bullying Week has heightened the significance of standing up to any acts of bullying. Through the school council pupils voice their views, contribute to decision-making and make a positive contribution to the life of the school. Generally pupils behave well throughout the school but younger pupils are not as good as older pupils in following rules and routines and are easily distracted and unsettled when learning.

The pupils are happy and enjoy coming to school, reflected in their very good attendance and positive relationships with all adults. They generally work hard in lessons, but their awareness of how well they are doing to meet their learning targets, and how to improve, is limited. Pupils are very conscious of the importance of a healthy lifestyle, participate fully in a wide range of physical activities, understand the benefits of eating fruit and vegetables and consciously make healthy choices in what they eat and how they take exercise. Pupils are well prepared for working collaboratively and in teams. Teachers are becoming more adventurous in giving pupils responsibility and initiative for their own learning which prepares them well for their futures.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. During the inspection the quality of teaching was good in six lessons, satisfactory in seven, and inadequate in one. Overall, it is at its best in Key Stage 2 and satisfactory in the Foundation Stage and much of Key Stage 1; this is an encouraging picture considering many of the ten staff are either new to the school or inexperienced, including three who have joined since January 2006.

Lesson plans are suitably detailed and learning objectives are almost always shared with the pupils, and sometimes throughout the lesson to help the pupils keep a check on how well they are doing. In the best examples of teaching, teachers use a varied range of techniques to suit the purposes of the learning; for example 'talking partners'; electronic whiteboards; seeking pupils' views and ideas regularly to keep them 'on their toes'; providing a good balance between teaching skills and letting pupils practise them through practical tasks; and teaching with palpable enthusiasm. Nevertheless, there are aspects which need to improve. It is encouraging that teachers plan work for pupils' different learning needs, but there are some lessons where it does not yet accurately meet their needs and, as a consequence, pupils' progress in learning is not as brisk as it could be, especially for the more able. On other occasions, the lesson plans are not followed through resulting in important elements in the learning receiving insufficient attention. At Key Stage 1, some pupils lack concentration and talk to each other when they should be listening.

The staff work hard to create stimulating learning environments and resources are accessible and well used. The teaching assistants provide effective support both to the teachers and pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. There is a suitable balance between subjects and an appropriate emphasis on the teaching of literacy and numeracy. The success in achieving the Healthy School Award has led to an enriched curriculum with many opportunities to be involved in sporting and cultural activities during and after the school day; for example, teaching French and Spanish. The curriculum is adapted well to meet the needs of pupils who have learning difficulties and/or disabilities and whose first language is not English. The range of visits, including a residential trip for older pupils, is very effective in fostering pupils' interest in and commitment to learning. However more use needs to be made of what is known about pupils' achievement to plan the next steps in their learning so that progress through the planned curriculum is better.

Care, guidance and support

Grade: 3

Pupils are well cared for. Procedures for child protection have been recently updated and are good. All staff have undertaken recent training and careful attention is paid to ensuring that health and safety issues are addressed. As a result, pupils feel safe and secure. Recent initiatives, introduced by the headteacher, have led to improvements in the guidance that pupils receive; for example, all pupils now have a target to improve their writing skills. However target setting based on an accurate assessment of what pupils have already achieved is only at an early stage of development and not all planned activities are well matched to the pupils' level of ability. Pupils receive good support on matters relating to their personal needs and they have confidence and trust in the adults that help them.

Pupils at risk are identified early and they receive appropriate support. Those with learning difficulties and/or disabilities and whose first language is not English, have regular individual and group support enabling them to make adequate progress.

Leadership and management

Grade: 3

The inspection team judges the school's leadership and management to be satisfactory overall, with the headteacher displaying some good features especially in her leadership which is of good quality.

Since September 2005, the new headteacher has made an energetic and determined start in addressing some long standing weaknesses which have been holding back both the rate of progress and the standards reached by the pupils. She quickly established an agenda to rejuvenate and support the staff. The senior leadership team has been redesigned to reflect the current priorities of assessment, core subject development and the provision for pupils with learning difficulties and/or disabilities, and there has been an overhaul of teachers' responsibilities. Communication has been strengthened and staff members encouraged to take part in making decisions which affect the whole school.

Many of these initiatives, almost all introduced only since November 2005, are at an early stage of development; for example, teachers are differentiating work in their lesson plans, but there are inconsistencies in quality. The headteacher has set up a range of effective monitoring measures to check on progress and make sure that developments are kept 'on track'. The headteacher has judged correctly the pace of change required, and gauged well the capacity of staff to make changes.

However, there is still some way to go. The school has identified weaknesses in the organisation and management of the Foundation Stage, but the improvement strategies have yet to take effect, especially as the teacher has only been in post for a few days; pupils' progress in learning, whilst being generally satisfactory, has not yet moved into top gear in some lessons; and there is an unacceptable amount of low level inattentiveness, especially amongst younger pupils. Nevertheless, there is an air of

optimism in the school, and throughout the inspection there were spontaneous expressions of support from staff, parents, governors and local authority personnel for the headteacher's willingness and skill in delegating and striving for cohesion and consistency within the team.

Governors are giving good levels of support to the school under the new chair of governors, and are now taking a practical interest in how the school is promoting its improvement. The local authority is providing extensive professional development, subject consultancy and general support for the headteacher.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19

Overall effectiveness

	School Overall	16-19
How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	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

	School Overall	16-19
How well do learners achieve?	3	NA
The standards[1] reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

	School Overall	16-19
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	3	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

	School Overall	16-19
How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	3	NA

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[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

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

We 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 Beetles and your teachers. At the end of the inspection, we talked to Mrs Beetles about what we had found out. This is what we said.

We thought that most of you were 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 us 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.

One of the jobs we have to do when we inspect schools like yours is to see if there are any things which could make your school even better. It was a very difficult job because your headteacher and teachers work so very hard. We did make a couple of suggestions about things that you would find boring, such as looking a little more at how they know you are working hard and doing as well as you can, and how the school uses data; many of you learn data handling in your mathematics lessons don't you? So watch out, some of you may be getting even harder work. We also want younger children to listen more carefully to their teachers!

Mr Atkinson and I know you enjoy coming to school. I think we would if we were a bit younger. So keep working hard so that Mrs Beetles, your teachers and parents can be proud of you!