

# Sutton Upon Derwent Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	118026
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	326743
<b>Inspection date</b>	27 March 2009
<b>Reporting inspector</b>	Jonathan Sutcliffe

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	0
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Aileen Secker
<b>Headteacher</b>	Mr Steve Woodhouse
<b>Date of previous school inspection</b>	1 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Main Street Sutton-on-Derwent York North Yorkshire YO41 4BN
<b>Telephone number</b>	01904 608440

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**Fax number**

01904 608440

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## Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- Are action plans in the priority areas in Key Stage 1 and Key Stage 2 impacting on pupils' attainment and progress?
- Do teachers make full use of assessment information to set challenging targets for the pupils?
- Are leadership and management at all levels as good as the school judges them to be?

Evidence was collected from the school's performance data and other school documentation, observations of teaching and learning, the work produced by pupils (including how pupils interact with each other and their response to what is provided for them), parents' questionnaires and discussions with pupils, staff and two governors. Other aspects of the school were not investigated in detail. The inspectors found that all of the judgements made in the school's self-evaluation form were justified and these have been included where appropriate in the report.

## Description of the school

This is a very small school which educates all of its pupils in two mixed-aged classes. All of the children are of White British origin and the proportion taking free school meals is below the national average. The percentage of pupils with learning difficulties and/or disabilities is above average and there is one pupil with a statement of special educational need. Children in the Early Years Foundation Stage are provided for in the mixed Reception and Key Stage 1 class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has some outstanding features. It gives its pupils a good standard of education and helps them to achieve well and reach above average standards. The school provides good value for money. One parent's comment echoed the views of many, 'I feel this is a very good school where every child matters.'

The pupils' personal development and their pastoral care and support are excellent. All necessary steps to maintain safety and pupils' safeguarding are in place. There are effective systems for child protection and risk assessments are carried out appropriately. Vulnerable children are well cared for and the school works very closely with external agencies to support families. A strong family ethos pervades the school and even a visitor feels part of a community that values each person within it, including all staff, pupils, governors and parents. A particularly strong feature is the school's careful planning and good promotion of community cohesion especially within the school and its immediate community. Pupils are very involved with local church activities and local villagers join the children to sing at Christmas time. The school is looking for ways to extend pupils' understanding of the richness and diversity of modern society and develop pupils' understanding of different cultures. Pupils' outstanding spiritual, social and moral development has a positive influence on their behaviour and relationships. At all times, pupils are extremely well behaved and show care for each other. The mixed-aged classes and the good levels of integration of pupils with learning difficulties and/or disabilities result in mature pupils who understand the importance of putting others before themselves. Pupils have a very good knowledge and understanding of the choices required to keep fit and to stay healthy. The healthy school's day observed during the inspection provided excellent opportunities for pupils to enjoy and understand the choices required to live and experience healthy lifestyles. Attendance is above average and this has a positive effect on learning. The pupils experience managing their own budgets for activities, such as the school garden, and this contributes to their excellent preparation for their future lives.

Achievement is good. The results of national tests and assessments do not present a true picture of achievement because of the very small numbers involved. In some cases this is as low as one pupil. The school's own reliable data and inspection evidence reflect an overall positive picture of the school's performance. Attainment on entry to school is similar to that expected for this age. From this starting point the children make good progress and by the age of eleven they reach above average standards in English and mathematics and average in science. In science, the more able are not always sufficiently challenged and do not make enough progress. In Key Stage 1 pupils reach average standards and occasionally exceed this level in reading, writing and mathematics. All make good progress except the more able in mathematics who do not move at a fast enough rate. In English, pupils of all abilities make good progress throughout the school. The current focus on writing is evident in the high quality of their extended stories and other texts in their books and on display around the school. Pupils with learning difficulties and/or disabilities make good progress because their needs are identified early and specific support is provided promptly.

The quality of teaching is good. Pupils learn well because they find their lessons interesting. Teachers build positive relationships with them, resulting in excellent attitudes to learning. Good teamwork between teachers and support assistants ensures that pupils get clear guidance as they work. Marking is good. Where it is most effective, teachers advise pupils well how to improve and plan their next steps in learning. English is taught especially effectively and tasks

are set at the correct level to challenge pupils of all abilities. However, this is not always the case for the more able pupils in mathematics in Key Stage 1 and in science in Key Stage 2. However, the recently established system for assessing pupils' progress in English and mathematics is enabling staff to spot underachievement more promptly and support strategies are quickly brought in if a pupil is showing signs of falling behind. This reflects the school's determination to ensure all have equal access to the curriculum.

The curriculum is good. It has outstanding features. Outdoor provision in the playground and environmental areas is excellent and provides pupils with very good opportunities to develop their scientific knowledge and their social skills. An increasing integration of subjects promotes progress effectively across the curriculum. Pupils have good opportunities to gain knowledge and skills in information communication and technology. They use these skills well to support their learning in other subjects. Curriculum enrichment is good. Pupils participate in a wide range of extra-curricular activities and day trips. This enrichment broadens pupils' knowledge and understanding of the richness of the local and wider community.

Overall, leadership and management are good. The headteacher has a very clear vision of a caring community in which every child is important. His inspirational leadership enables those around him to flourish. Since his appointment in September 2008, he has had a significant impact on all aspects of school development. Systems of self-evaluation are thorough and present an accurate picture of the school's performance. Curriculum leaders in English and mathematics manage their subjects well. However, in other subjects the leaders' role in monitoring standards is less well developed and the school is developing this as part of the current priorities. Parents are overwhelmingly supportive of the school and make a good contribution towards their child's learning. They have good opportunities to share their views and to contribute towards the school's self-evaluation process. Governance is good. Governors are supportive and are aware of the school's strengths and areas to further develop. Bearing in mind the drive and determination for further improvement, allied to the progress already made, there is no danger of complacency and the school is extremely well placed to continue to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children's skills on entry to the Reception Year are broadly typical for children of their age. From this starting point, children do well and by the time they enter Year 1 most achieve standards that are average and many exceed this level. Children benefit from being with Key Stage 1 pupils. It contributes to the children's outstanding levels of personal development, their welfare and care and their good standards in all areas of learning. The children soon become confident, independent learners. Teachers support the children's learning very well and build on their varied experiences before starting school. Children develop warm, friendly and respectful relationships because staff pay close attention to their welfare needs. Consequently, children feel safe and free from harm. Teachers offer a lively and stimulating range of activities, in and out of doors. These activities spark the children's interests and, as seen during the inspection with the healthy school's focus, encourage them to probe and discover things for themselves. Teachers are making good use of assessments to plan children's work. Teachers feel that the impact of parents becoming even more involved in their children's learning will further secure the children's individual assessments. Good leadership and coordination of the Early Years Foundation Stage has enabled staff to implement new

requirements successfully. Policies, procedures and record keeping comply fully with statutory requirements.

### **What the school should do to improve further**

- Ensure that work is consistently challenging for the higher attaining pupils in mathematics in Key Stage 1 and in science in Key Stage 2.
- Strengthen pupils' understanding of the richness and diversity of modern society.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Dear Pupils

Inspection of Sutton Upon Derwent Church of England Voluntary Controlled Primary School,  
East Riding of Yorkshire, YO41 4BN

Thank you for making the inspection team so welcome when it visited your school recently. We really enjoyed meeting you, looking at your work and seeing the exciting things you do. You all seemed to really enjoy the 'Healthy School Day' and I know you learnt many new skills and interesting facts.

You go to a good school, and the people in charge and your teachers do a very good job. This helps you to reach good standards by Year 6 and to make good progress in your work.

Here are some of the things we thought were good about your school:

- you do well in your writing in your literacy lessons and in other subjects
- you make a very good contribution to your school and the surrounding community
- you are very good at keeping yourselves healthy and safe from harm
- you really like your school and you love to learn because many of your lessons are exciting
- your behaviour is excellent and you are keen to help those less fortunate than you are
- you are very well cared for and you say you feel safe and happy in school
- your headteacher and other staff lead and manage the school very well.

Many of you do well but some of you could do even better. To help we have asked the school to make sure work is always challenging in mathematics and science for those of you who are capable of achieving the higher levels. We have also suggested that more needs to be done to develop your knowledge and understanding of the lives and cultures of others in modern society. The school will be finding ways of doing this.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well in the future.

Yours faithfully

Jonathan Sutcliffe

Lead inspector