

# Sutton In Craven Church of England Voluntary Controlled Primary School

## Inspection report

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Unique Reference Number	121593
Local authority	North Yorkshire
Inspection number	327524
Inspection dates	1–2 July 2009
Reporting inspector	John Young HMI

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	102
Appropriate authority	The governing body
Chair	Mrs M Green
Headteacher	Mrs Armitage
Date of previous school inspection	March 2006
School address	Main Street Sutton-in-Craven Keighley BD20 7JS
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors. The inspector visited each of the four classes twice, and held meetings with governors, staff and groups of pupils. He observed the school's work, and looked at a wide range of documentation, including the school development plan. He scrutinised various school policies and procedures including safeguarding, inclusion, curriculum, assessment and monitoring records. The inspector also analysed the 34 responses to parental questionnaires.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- pupils' achievement and attainment relative to their starting points and capabilities
- the standard of pupils' behaviour and the extent to which it inhibits the pace of learning
- how effectively teachers cater for the needs of all pupils in mixed-age classes
- the effectiveness of leadership and management and its impact on the quality of educational provision and outcomes for pupils.

## Information about the school

This smaller than average-sized school is situated within a community which has much lower than average levels of disadvantage and very few pupils are known to be eligible for free school meals. Most pupils are White British and live locally. There are no children for whom English is an additional language and a very small proportion of pupils are from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Children are taught in mixed-age classes, including children in the Early Years Foundation Stage, where Reception children are taught in a class with pupils from Year 1. Children's skills and abilities when they enter the Early Years Foundation Stage are at least average in most areas and often above average in terms of their communication, language and literacy skills. The school has achieved the Activemark, the Inclusion Quality Mark and FMSiS.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

## Main findings

Sutton in Craven Voluntary Controlled Church of England Primary School provides a good quality of education where pupils thrive and achieve well. The caring and inclusive ethos fosters very positive relationships between adults and children overall and underpins the secure and supportive learning environment in place. Importantly, the school has addressed the shortcomings highlighted by the last inspection.

Pupils, including those with learning difficulties and/or disabilities, make good progress in their academic work relative to their starting points. By the time pupils leave the school their attainment is above average, including in the core subjects of English, mathematics and science. High standards have been sustained for several years and current progress data places the school just below the top 25% of schools nationally. Lesson observations, the school's assessment data and a scrutiny of pupils' work all confirm that high standards and good progress are being maintained, although there are differences in the rates of progress between different classes. While currently above average, pupils' attainment in mathematics is declining over time. Pupils make good progress in the Early Years Foundation Stage.

Overall the quality of teaching is good and is having a positive impact on pupils' learning. Committed and skilful teachers together with higher and advanced level teaching assistants usually combine well to effectively stimulate and engage pupils. Planning is sound and staff use a range of learning techniques and strategies to good effect to extend and consolidate pupils' knowledge, understanding and skills. Positive learning environments usually exist but on occasions, in dealing with unacceptable behaviour or maintaining good order, the pace of learning slows. The school accepts this as an issue that needs resolving. In addition, the skills of support staff are not always fully exploited, nor do they always show sufficient initiative to intervene to support pupils who are having difficulty with their work. Assessment is used well by teachers when planning lessons in order to meet the needs of all learners.

Attendance is above average and pupils relish coming to school. They talked animatedly about the many aspects they enjoy, not least working in teams and holding positions of responsibility and trust. Pupils are active in the school and local community, but have limited opportunities to develop an understanding of cultures different to their own. They are happy, feel safe and savour the exciting topics, many trips, visits and visitors, where they get to experience atypical things like the theatre, rock climbing and finding out about life in Ancient Greece and Rome. There is a good

focus on developing the whole child so that they develop key social, work-based and emotional skills that equip them well to cope with the next stage of their lives.

The school has good capacity for sustained improvement evidenced by the effective steps taken to successfully tackle the three key issues highlighted at the previous inspection. Standards in writing have improved significantly over the past three years. The school now has a clear management structure, with defined roles and responsibilities in place. This has resulted in a more shared style of leadership, which is bearing fruit. The school has also made good progress in embedding a topic-based curriculum that has captured the imagination of pupils and given staff a sense of greater autonomy. It has also encouraged staff to be more creative when planning the curriculum. All aspects of the school's work are rigorously monitored by senior staff and governors who execute their duties judiciously and play a key role in holding the school to account. Staff at all levels now monitor the quality of teaching and learning and there are robust assessment and tracking procedures in place to evaluate pupils' progress and highlight where intervention is necessary. Self-evaluation is reflective and candid and this has enabled the school to accurately identify some key priorities and develop appropriate action plans to address them. Despite the school's good overall effectiveness a sizeable minority of parents have expressed some negative perceptions of the school's management of pupils' behaviour, its leadership and the quality of communication with parents. The inspector found little or no evidence to confirm parents' concerns about the school's leadership and communications with parents.

## What does the school need to do to improve further?

- Take further action to address individual pupils' behaviour so that it does not impact negatively on the pace of learning of other pupils.
- Provide more opportunities for pupils to gain an awareness of cultures different to their own and to understand that they are part of a global community.
- Ensure that parents' perceptions of the extent to which they are kept well informed about their child's progress, how well the school manages pupils' behaviour and the quality of general communications from school improves.
- Continue to raise standards throughout the school, particularly in mathematics.
- Make certain that support staff are deployed effectively and have the opportunity to be proactive and use their advanced skills to maximise the effectiveness of their work with designated groups of children.

## Outcomes for individuals and groups of pupils

2
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Lessons observed by the inspector showed that nearly all pupils are well motivated and respond enthusiastically to the mix of traditional formal delivery, joint working and guided learning approaches teachers adopt. Pupils build on the good attitudes to learning they possess when they start the school, which helps them to achieve well by the end of Year 6. Pupils' growing competence gives them the confidence to answer and ask challenging questions, make effective contributions in discussions, to work independently and to successfully demonstrate their creative talents. Pupils' behaviour is usually good; however, there are a minority of pupils whose behaviour

can be challenging and unacceptable, which can affect the pace of learning for other pupils as staff take the time to manage the situation effectively.

In the 2008 national tests for Year 6 pupils, attainment was above average and they made good progress. Provisional 2009 data indicate this performance has been sustained and show 93% of pupils attained Level 4 or better in English and 100% of pupils attained Level 4 or better in mathematics, with 47% and 53% attaining Level 5 or above respectively. Teacher assessments reveal that pupils' attainment overall at the end of Key Stage 1 has fallen in 2009, albeit with a less able cohort than in 2008. Encouragingly, pupils still made accelerated progress. There is no marked difference in the attainment of boys and girls. Intensive, personalised support ensures pupils with learning difficulties and/or disabilities also make good progress. Some made significant improvement from very low baselines during this year.

Pupils feel safe and are confident that any issues arising will be dealt with appropriately by staff. School procedures to maintain pupils' safety are sound, including cyber-safety, and there are rigorous health and safety measures. Bullying is not seen as a major problem by pupils. Pupils act responsibly and most respond well to the 'good behaviour' rewards system, showing care and consideration for their peers.

Pupils take an active role in the school and in the wider local community, involving themselves in school teams and in a range of community activities such as the school band performing at the Autumn Fair. Pupils adopt leadership roles willingly. Older pupils support younger pupils' reading development and they are active members of the school council. Pupils adopt healthy lifestyles which was evident in the healthy food they consumed at lunchtime, the range of physical activities they participate in and their responses during discussions. The school has gained the Activemark, which recognises high quality physical education provision (PE) and high levels of extra-curricular participation.

Pupils develop good enterprise skills when running the healthy tuck shop and organising charitable events. They also acquire very good literacy, numeracy and social skills, which will assist them in their future careers. Pupils' successes are celebrated through regular assemblies, merits and frequent praise so that their self-esteem and confidence is high. The church is an integral part of school life and pupils' spiritual and moral development is good. Pupils' cultural development needs further work so that they become more aware of living in a multicultural and global community.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance <sup>1</sup>	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

## How effective is the provision?

Good teaching, underpinned by teachers' good subject knowledge, high expectations and effective support and guidance, promotes good pupil progress. The best teaching is vibrant and really captures the imagination of pupils. Activities are interesting and challenging and encourage pupils to think creatively and act independently. This helps pupils develop high aspirations and they are not afraid to take a risk, which allows them to explore and extend the boundaries of their potential. Clear objectives, pupil-centred activities and praise were consistent features of the lessons observed. Less successful aspects included lapses in pupils' behaviour, an over-reliance on strategies to suppress pupils' behaviour and inconsistent impact and deployment of support staff.

Targets are challenging and procedures for tracking pupils' progress rigorous, with a traffic light based warning system built in to alert staff of any pupils falling behind. Pupils know their targets, and these are broken down into small realistic steps, which give pupils a clear sense of achievement and confidence as they surpass them.

The curriculum is good. It is balanced and meets all statutory requirements, including provision for modern foreign languages. It matches pupils' needs, including those with learning difficulties, who benefit from some high quality planned intervention by well qualified support staff. Provision for literacy is strong and this is supplemented by a good range of foundation subjects. Staff and pupils also make good use of information and communication technology. A topic-based approach is in place and allows staff to be more imaginative in their planning and develop themes across subjects. As a result, pupils find it easier to reinforce their learning as the links between activities are more apparent. There is a strong emphasis on curriculum enrichment and pupils experience outdoor and adventurous activities and themed weeks. Art, PE and music are also popular. Pupils proudly received their winner's medals in assembly, having been crowned North Yorkshire Tag Rugby champions.

The care, guidance, and support pupils receive are good with strong pastoral and academic procedures in place. Staff care and believe every child does matter. This is evident in the work they do with vulnerable and challenging children who might otherwise be excluded from mainstream education. Good links with external agencies help the school to support these pupils and their parents effectively.

### *These are the grades for the quality of provision*

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2

The effectiveness of care, guidance and support	2
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## How effective are leadership and management?

The headteacher and her senior staff communicate the school's ambition effectively and are driving the improvement process well. They have a clear sense of many of the key priorities and have begun to tackle some of the issues facing the school. Staff are fully behind them. All aspects of the school's work are evaluated and the resulting information used to shape action planning. Because all staff are involved in the process there is a shared commitment to achieving success. Governance is good. They execute their duties well and try to raise the school's profile in the locality.

Issues from the last inspection have been tackled effectively, with further strengthening elsewhere by forging mutually beneficial links with partner schools and agencies to enrich pupils' learning and well-being. Equality of opportunity is well promoted and discrimination of any kind challenged. The school is conscious of the need to reach out beyond its immediate community to better promote community cohesion. They have established a link with a Moroccan school and have sponsored a child in Senegal for some time. Resources are deployed well to achieve good value for money.

### *These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

## Early Years Foundation Stage

Pupils enter the Early Years Foundation Stage in the Reception class with skills that are broadly average overall, but with good attitudes and well developed language and literacy skills relative to their age. Staff build on these attributes and pupils thrive during their time in the Foundation Stage. By the time they leave, their skills and abilities are above average in all areas. Learning is good because teaching is good. The provision is well planned and organised, reflecting all of the required areas of learning. Outdoor facilities allow children to experience sand and water, engage in role-play and drive wheeled vehicles. Good opportunities are provided for children to make choices and staff facilitate numerous independent learning opportunities, alongside guided discovery. This enables pupils to thrive.



A good standard of welfare is promoted in the caring and supportive environment created. Staff are vigilant, promote consistent and appropriate routines and rituals and make regular assessments, both formally and informally. Children form good relationships with those in Year 1, taught in the same setting. They make friends readily and usually behave very well although on occasions the behaviour of a minority can be disruptive. Parents are encouraged to become fully involved in their child's learning and during the inspection parents were invited in to contribute to their child's assessment profile.

Good leadership and management have resulted in a highly effective setting, which successfully prepares children for the next stage of their education.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

## Views of parents and carers

In their responses to the questionnaires, most parents and carers were very positive about the school and its impact on their children's learning. In particular parents appreciated the fact that staff have a very good knowledge of every child and consequently are able to help their children to fulfil their potential. The following view expressed by one parent was echoed by many: 'I am very happy with the school and feel it is offering an excellent education for my child'. However, although parents are generally satisfied with their child's overall experience at the school, there is a sizeable minority who question the school's management of pupils' behaviour, its leadership and the quality of communication with parents. The inspector found no evidence to confirm parents' concerns regarding the school's leadership. The inspection did not raise concerns about staffs' ability to manage pupils' behaviour, but felt on occasion – as a result of the behaviour itself or the approaches employed, some learning time was lost. The inspector noted various examples of good school communication with parents, including a newsletter, reports on the progress of their children and consultation evenings, to which there is usually full attendance.

Ofsted invited all the registered parents and carers of pupils registered at Sutton In Craven Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspector received 34 completed questionnaires. In total, there are 79 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	20	11	2	0

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.

3 July 2009

Dear Children

Inspection of Sutton In Craven Church of England Voluntary Controlled  
Primary School, Keighley, BD20 7JS

Thank you for being so courteous to me when I came to inspect your school. It was very illuminating and a privilege to observe you learning and discuss your views.

I judged that your school provides you with a good quality of education and that your headteacher and everyone who teaches and works with you is doing a good job. Many of you said you really enjoy coming to school and this is reflected in your good attendance, positive attitudes to learning and your involvement in the wider life of the school. The quality of teaching is good and, together with a good curriculum that is interesting and varied, is helping to ensure you reach and frequently exceed your challenging targets. During your time in the school you make good progress and reach standards that are above national averages. You particularly enjoy art and physical education. You told me that you feel safe and that staff are caring and give you good support and guidance – I agree. Your behaviour is good overall but on occasions learning time is lost while staff deal with unacceptable behaviour or spend too much time ensuring that you remain well behaved. You are keen to lead healthy lifestyles, which is evident by the long queues to take advantage of the strawberry, melon and banana skewers being sold at the healthy tuck shop. You are developing good work-based skills, which will help you in the future, and your spiritual, moral and social development is good. Cultural development is satisfactory.

Your school has good capacity to improve further. With this in mind I have asked them to take further action so that individual examples of poor behaviour does not affect the learning of other pupils. There is also a need for you all to gain a better awareness of cultures different to your own and understand that you are part of a community that is bigger than the school and where you live. In addition to these required actions I have recommended that the school works harder to change some of your parents' negative views of the standard of your behaviour and the quality of the school's communication with them. I have also said that they should support you to gain even higher standards in all your subjects, but particularly mathematics. Finally I have recommended that the skills of support staff that work alongside your teachers are always used to their best effect, to boost your learning.

Best wishes for the future.

John Young  
Her Majesty's Inspector

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