

Crakehall Church of England Primary School

Inspection report

Unique Reference Number	121483
Local authority	North Yorkshire
Inspection number	380252
Inspection dates	27–28 March 2012
Lead inspector	Frank Cain

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	Trevor Starkey
Headteacher	Alison Cole
Date of previous school inspection	20 November 2006
School address	The Green Crakehall Bedale DL8 1HP
Telephone number	01677 422515
Fax number	Not applicable
Email address	headteacher@crakehall.n-yorks.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Frank Cain

Additional inspector

This inspection was carried out with two days' notice. The inspector visited nine lessons or parts of lessons taught by four different teachers and he also looked at pupils' work. He listened to pupils read and talked with them about how much reading they do. Discussions took place with members of the governing body, staff and groups of pupils. He observed the school's work and looked at documents, including those relating to safeguarding, the school's improvement plan and self-evaluation records, minutes of governing body meetings and the school's own assessment data. The inspector analysed questionnaires from pupils and staff, as well as those from 39 parents and carers. There were no responses to the online questionnaire (Parent View) to aid inspection planning.

Information about the school

Crakehall is a smaller than average-sized primary school, with a slightly higher proportion of girls than found nationally. Currently, there are no pupils known to be eligible for free school meals. The proportion of disabled pupils and those who have special educational needs is substantially below average. All pupils are of White British heritage. Pupils' mobility in and out of the school is higher than average. The school meets the current floor standard. There have been some changes in staffing in the past school year and two new staff have joined the school. The school has the International School Award and Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Crakehall Primary is a good school. There are strengths in pupils' behaviour and attitudes, in their achievement in the Early Years Foundation Stage and in Key Stage 1 and in aspects of the curriculum. The school is not yet outstanding because aspects of teaching could be improved and pupils' overall achievement, though good, is not outstanding. While improving, their attainment in writing is often weaker than in reading.
- Overall pupils' achievement is good, leading to above average overall attainment by the end of Year 6. The strongest progress is made in the Early Years Foundation Stage and in Key Stage 1. Attainment in writing is less strong in writing than in reading and mathematics.
- In the majority of lessons, teaching is good and tasks are mostly well targeted to pupils' ability level. Marking is detailed and thorough, and although it often informs pupils how they could improve their work further, pupils say there could be more of this helpful information. In some lessons, introductions are too long, leaving less time for pupils to show what they had learnt.
- Pupils' behaviour in lessons is good. Their attitude towards their work is very positive, even when lessons are less engaging. Older pupils take pride in looking after younger ones, for example, when lining up to go swimming.
- The leadership and management of the school, including that of teaching and the management of teachers' and pupils' performance are good. The headteacher's drive and vision have had a major impact on school improvements since the previous inspection. All staff share the aim of making the school even better. The governing body is well informed and passionate about school improvement. Although parents and carers have an overall positive view of the school's work some feel that they are given information from the school at too short notice.

What does the school need to do to improve further?

- Increase the effectiveness of teaching and accelerate pupils' progress further, especially in writing, by:
 - ensuring that pupils have more time to develop their understanding by reducing the amount of time teachers spend talking to the whole class
 - consistently giving pupils more detailed individual feedback on what steps to take next to improve
 - extending the use and development of writing skills across all subjects.
- With parents and carers, seek ways to develop more effective means of communicating timely information.

Main Report

Achievement of pupils

Throughout the school, most pupils make good progress from their starting points. Pupils who show signs that they might be falling behind get speedy access to support, which helps them to improve. As a result, the very small numbers of disabled pupils and those who have special educational needs, make good progress overall. Progress is best in the Early Years Foundation Stage and in Key Stage 1. During Key Stage 2, a high proportion of new pupils tend to enter the school. Overall pupils make good progress in this key stage, but progress is sometimes better for those who have been at the school for the whole time.

Pupils' learning in lessons is good because they are enthusiastic and keen to be involved. Most apply themselves very well and generate good quality work. They extend their communication skills by readily involving themselves in question and answer sessions. Pupils are enthusiastic to show what they know and understand. In reception most children make rapid progress in linking letters and the sounds they make (phonics) and many are able to write short sentences and recognise the need for a full stop at the end. In a mathematics lesson in Key Stage 2, pupils were investigating shapes and all abilities were working on activities that suitably challenged their thinking.

Reading is a strength of the school's work. Pupils' attainment in reading in Year 2 and in Year 6 is above average. This reflects the high priority the school places on developing good reading skills. Younger pupils say that they read frequently outside school and older pupils are able to talk confidently about which books or authors they prefer and can explain why. Currently, pupils do not sufficiently practice their writing across a range of subjects in order to achieve as well in this aspect of literacy as in reading.

An overwhelming number of parents and carers who responded to the questionnaire felt that the school meets their children's needs, that they are making good progress and that the school helps them to support their child's learning. Inspection evidence confirmed this and recognises that the school seeks ways to address parental concerns.

Quality of teaching

The quality of teaching is good and evidence in pupils' books showed that there are areas where, at times, it is outstanding. Almost all parents and carers and most pupils think that the teaching in the school is good and this was confirmed during the inspection.

The progress of children in the Early Years Foundation Stage is extremely well tracked and their learning journals show that, as a result, they are learning and making very good progress in both the indoor and outdoor areas. Staff successfully encourage children to investigate for themselves and to develop their independence. For instance, in this way, children are improving their ability to estimate size and amounts when making and measuring things.

Throughout the school, assessment is generally used successfully to target work accurately for the different abilities in classes, which cover more than one year group. In Year 1 to Year 6, teachers use questioning skilfully to challenge pupils and activities are generally well matched to the different abilities of the pupils. Older pupils, for example, used drama effectively to learn about the 'Easter story' in which they took charge of their own learning, with good teacher support stimulating their ideas. Occasionally, the imbalance, between times when a teacher talked to the whole class and when pupils engaged in independent activities limited the available time for pupils to develop their ideas and to apply their knowledge and to practise their skills.

Marking not only praises achievement but often gives advice on how to improve. Pupils value this but would like more guidance from staff across different subjects. A view with which the inspector concurs. The pupils' books show that teachers effectively check on how well pupils are doing. Pupils mark their own work at times and also those of others in the class.

Teachers use the curriculum effectively to add interest to lessons. The thematic topics, such as 'space and the solar system' are used effectively to harness pupils' enthusiasm across all year groups. Children in the Early Years Foundation Stage, for example, hosted an 'alien tea party' for parents and carers. All staff encourage pupils' spiritual, moral, social and cultural development in lessons through the high expectations of pupils' personal development. Staff act as good role models, celebrating success so pupils feel valued and behave well. Imaginative tasks are devised to stimulate pupils' interest and develop a desire to learn more.

Behaviour and safety of pupils

Behaviour is typically good and pupils are polite, friendly and considerate towards other pupils and adults. The vast majority of pupils behaves well in lessons, and when moving around the school or at play. Some expressed concern about the immature behaviour of a small number of pupils, but most felt that this did not routinely disrupt the learning of the majority. Inspection evidence included speaking to more than half of the pupils in the school to confirm this. Rarely do staff have to reproach pupils in lessons and teachers and support staff use positive, non-confrontational strategies to deal well with any issues that arise. Pupils are acutely aware about different forms of bullying, including those related to new technology. A few pupils feel that some bullying does take place, but say that instances are infrequent and that when they do occur, teachers deal with it promptly and effectively. A small number of parents and carers did raise concerns about the way in which the school

deals with this issue, but the school keeps very detailed records and there are few recorded incidents of unacceptable behaviour. There have been no serious racist incidents recorded and no exclusions for many years.

Parents and carers, as well as pupils, say that pupils feel safe in the school and have a very good understanding of what makes a safe situation. Children in the Early Years Foundation Stage, for example, explain the routine for crossing a road where there are traffic lights and knew that they had to wait to see the 'little green man' before crossing. Inspectors concur with the parents and carers majority view that behaviour is good and that their children are safe.

Attendance is generally above average and far fewer pupils are absent for long periods compared to other schools nationally. Pupils are mostly punctual to school and to lessons.

Leadership and management

The school is led well by the headteacher, who makes sure that the talents of all staff are utilised and further developed for the benefit of pupils. There are effective systems for monitoring the school's work, including teaching and learning, and professional development is targeted to ensure further improvements. The school's self-evaluation is accurate and the headteacher's evaluation of the quality of teaching in the school is very accurate.

Strategies have been introduced to improve teaching and raise pupils' attainment, which include a revised system for using information on how pupils are learning in order to plan lessons. The school has with some success implemented a range of measures to improve pupils' writing skills. They are proving to be particularly effective in improving writing in the current Year 3. A computer-based reading programme is also making a noticeable impact on enhancing pupils' skills in reading.

The curriculum provides a wide range of experiences and activities. The school organizes a week-long residential trip to Marrick Priory for older pupils. This visit allows them the opportunity to participate in adventurous outdoor activities. Pupils speak highly of their 'forest school' experience and proudly pointed to photographs of themselves near the campfire. The school takes part in the annual Wensleydale Tournament of Song. The partnership with other schools enhances pupils' learning and development by promoting pupils' musical talents. Many classes study traditional fairy tales and older pupils analyse the difference between good and evil and right and wrong. Pupils' spiritual, moral, social and cultural development is fostered from the time they enter the school. Pupils, as a result, have a good understanding of society's shared values and the personal qualities necessary for living and working together. An aspect of the curriculum that leaders acknowledge needs further improvement is to provide pupils with more opportunities to apply and practise their writing skills in a range of subjects.

Leaders and managers are successful in promoting equality of opportunity for pupils of all abilities and backgrounds to be successful and in tackling discrimination. The governing body has a clear understanding of the school's strengths and weaknesses and provides a good balance of support and challenge. Its own self-evaluation is effective. It plays a full part, with all staff, in ensuring that safeguarding procedures fully meet requirements. While the vast majority of parents and carers support the school and would recommend it to others, some were concerned that they were often given information at short notice.

Glossary

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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 March 2012

Dear Pupils

Inspection of Crakehall Church of England Primary School, Bedale, DL8 1HP

I want to thank all of you for the very friendly welcome you gave me when I inspected your school. I found the time I spent talking with you, your teachers and other adults enjoyable and rewarding. Here are the main things I found.

- You go to a good school.
- You make good progress and do well because you work hard and are taught well, although your progress in writing is not as fast as in reading and mathematics.
- Your school is well led and managed. All staff, and the governors, do all they can to help your learning.
- Most of you feel very safe and secure. Only a small number of you said you had problems at school, because of some immature behaviour from some pupils.
- You say that you need more advice about how to improve your work in all subjects.

In order to help you to do even better and to improve the school further, I have asked the school's leaders, teachers and governors to:

- make sure that you always make rapid progress in lessons
- give you more information about how to do even better
- improve writing across the school
- providing a bit earlier than at the moment the information that the school gives to your parents and carers.

I am sure you will all want to help make your school even better by continuing to work hard and playing together well.

Yours sincerely

Frank Cain
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.