

Gargrave Church of England Voluntary Controlled Primary School

Neville Road, Gargrave, Skipton, North Yorkshire, BD23 3RE

Inspection dates 22 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' attainment has risen since the previous inspection. In the Early Years Foundation Stage and in Key Stages 1 and 2, from their starting points, pupils achieve well in reading, writing and mathematics.
- Teaching is good. Teachers organise their classrooms effectively. Pupils are interested in their lessons, enjoy learning and try their best.
- Pupils' behaviour is good. They are thoughtful, respectful and have a clear understanding of right and wrong.
- Pupils state that they feel safe in school. Parents are confident that their children are cared for well.
- Leaders have worked with dedication and determination to successfully ensure that, throughout a period of change, the quality of teaching and pupils' achievement has improved.
- The governing body provides good challenge, know what is happening in school and are fully involved in driving improvement.

It is not yet an outstanding school because

- There is not enough outstanding teaching. At times, too much time in lessons is taken up by pupils listening to their teachers and this limits the time they have to do their work.
- Pupils do not have the chance to improve their reading, writing and mathematical skills in a wide enough range of subjects or to use information and communication technology (ICT) to support their learning.
- Pupils do not have enough opportunity to respond to the suggestions made when teachers mark their work.
- Subject leaders do not regularly check the quality of teaching so they can precisely identify the steps for improvement for individual teachers.

Information about this inspection

- Inspectors observed teaching in all classes and this consisted of eleven lessons. In addition, they observed the teaching of small groups receiving specific support for English and mathematics. The headteacher conducted three joint observations with an inspector.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school in the morning. They took account of 28 responses from parents to the online questionnaire (Parent View) in planning and carrying out the inspection.
- Meetings were held with the Chair of the Governing Body, staff and a representative from the local authority.
- Inspectors looked at a number of documents, including the school's records of the checks made on the quality of teaching and the school's long-term plans.
- Inspectors heard four groups of pupils read and checked the school's information about pupils' progress in reading. They also looked at the school's procedures to check pupils' progress in mathematics and English.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Jonathan Woodyatt

Additional Inspector

Full report

Information about this school

- Gargrave is a smaller than average sized primary school with a number of pupils travelling into the village to attend the school.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The majority of pupils are White British.
- The school holds Healthy School status and has achieved the Activemark Quality Award.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection there have been significant changes to the teaching staff.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching from good to outstanding by:
 - ensuring that there is a better balance between the time pupils spend listening to their teachers and the time they spend working
 - making sure that pupils have more chances to respond to marking and make improvements to their work.
- Provide more opportunities for pupils to improve their reading, writing and mathematical skills by practising them in a wider range of subjects, and to use information and communication technology (ICT) to support their learning.
- Ensuring subject leaders have more opportunities to regularly check on the quality of teaching so that they can precisely identify how to help teachers improve their skills.

Inspection judgements

The achievement of pupils

is good

- Most children start in the Reception class with skills that are typical for their age. They make good progress in the Early Years Foundation Stage and achieve well. They start Year 1 well prepared for their next stage of learning.
- School data and inspection evidence show that from their different starting points, pupils in Key Stage 1 continue to make good progress in reading, writing and mathematics. Consequently, in recent years standards by the end of Year 2 have improved strongly.
- Pupils develop a love of books and enjoyment of reading because reading is taught well. Results of the Year 1 national tests to assess pupils' knowledge of letters and the sounds they make (phonics) that help them read unfamiliar words were above those found nationally.
- As a result of improvements in the quality of teaching, good levels of progress can be seen in reading, writing and mathematics, in all Key Stage 2 classes. By the end of Year 6 standards in English and mathematics are above average. Pupils across the school are confident and read fluently, they write in a variety of styles, such as narrative text and poetry, and in mathematics they are similarly confident in their mental mathematics recall skills.
- Leaders and teachers hold regular meetings to discuss the progress made by pupils in each class and to make sure all pupils do as well as they are able. At these meetings, teachers identify pupils at risk of falling behind and then ensure that different teaching methods are put in place so this does not happen.
- Disabled pupils and those with special educational needs receive good help and encouragement from other adults. Work is carefully planned to match their individual ability levels. Teaching assistants are well trained to give extra help which ensures that these pupils make good progress. This also ensures that all pupils have equal opportunities for success.
- The small number of pupils supported by the pupil premium achieve as well as other groups. They benefit from focused help to make sure their progress is good.

The quality of teaching

is good

- Teaching has improved since the previous inspection and is now good across the school.
- Good teaching is typified by strong relationships, effective strategies to encourage pupils to behave well and learning activities that capture pupils' interest so that they enjoy learning.
- When teaching is at its best, teachers expect the very best from pupils and give them regular opportunities to work collaboratively.
- Teachers have a good understanding of pupils' ability levels because they make good use of information about how well pupils have learnt to help them plan future lessons.
- Teaching in the Early Years Foundation Stage is good. The team ensures that activities are exciting and well organised so that the individual needs of children are met. As a result, children get on with their tasks and enjoy learning. For example, children made good progress in their exploration of patterns in numbers because there was a good balance of activities led by an adult and those chosen by the children for themselves.
- A strength in the teaching in many lessons is the organisation of practical activities that enthuse pupils. In one Years 5 and 6 class, for example, pupils enjoyed learning as a group to explore the planets. They physically moved around to help them understand how the earth and moon move around the sun and consequently, pupils made good progress.
- Teachers have good subject knowledge and so are able to explain ideas clearly and confidently; this helps pupils to learn effectively. This was evident in an art lesson for pupils in Years 3 and 4, in which they were developing skills to create a collage. Progress was good because pupils were confident that the teacher could help them overcome any difficulties if they arose.
- Pupils are committed to and take pride in their work. They are keen to do their best. However,

opportunities to use information and communication technology to support their learning across the curriculum, such as in history and geography, are limited.

- Sometimes lessons get off to a slow start because teachers make introductions to lessons too long or do not break tasks down into smaller steps. This means that pupils do not spend enough time on the main purpose of the lesson and so do not learn as much as they could.
- Teaching assistants are used very well to support individual pupils or small groups. They help pupils to learn well.
- Teachers mark pupils' work regularly and their comments show pupils how well they are learning and how improvements could be made. However, teachers do not ensure that pupils have enough opportunity to respond to suggestions about how to improve their work.

The behaviour and safety of pupils are good

- Pupils behave well. In lessons and around the school, pupils are considerate, polite and friendly. In lessons, they have good relationships with their teacher and each other, and are keen to learn. This makes a strong contribution to the friendly and welcoming atmosphere that pervades the school.
- They are kind and considerate to each other and play well together. Pupils are eager to take on responsibility at playtimes and lunchtimes. For example, older pupils look after younger ones as playground buddies. They demonstrated their skill and care by helping the adults look after the younger children and organise games on a snow covered play area.
- Pupils take responsibility seriously and are proud of their contribution to the school through, for example, the school council. They have good relationships with adults, state they know how to stay safe and are confident that if there is any misbehaviour it is dealt with promptly and effectively.
- Pupils consider behaviour to be good and are confident that any rare instances of bullying are dealt with effectively by adults. Pupils know what constitutes bullying, including cyber-bullying. There are no recorded racist incidents and there have been no exclusions. Name-calling is rare and pupils confidently say that it does not happen because of someone's race or religion.
- Pupils who sometimes have difficulty managing their behaviour benefit from programmes tailored to their needs and this has had a positive impact upon their learning and their personal development.
- The school has worked well with parents to improve punctuality and attendance. Attendance rates have risen significantly to above average and persistent absence has decreased.

The leadership and management are good

- The headteacher provides good leadership and is supported well by staff who share the same drive and ambition for the school. This has resulted in significant improvements since the previous inspection, particularly in pupils' better rates of progress and improved teaching across the school.
 - The headteacher checks on the quality of teaching and learning and has tackled weaknesses in order to develop teachers' skills. All staff, including support staff, are set targets to improve their performance that are linked to pupils' achievement. However, subject leaders are not always involved in checking on the quality of teaching so that they can support the continued improvement of teachers' skills and ensure that targets are set that are more precisely matched to their individual needs.
 - The school's procedures for gaining an accurate view of its performance are accurate. Governors and senior staff are very clear about its strengths and areas for improvement. The school has the ability to carry on making improvements.
 - The curriculum is varied and meets pupils' differing needs. Pupils are very appreciative and enjoy
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learning French. The topics studied often include a visit or visitor which helps pupils to learn and helps increase pupils' spiritual, moral, social and cultural awareness. However, pupils do not have enough chances to practise and apply their reading, writing and numeracy skills in a wide range of subjects.

- The school promotes equality of opportunity and tackles discrimination well through its day-to-day dealings with pupils, staff and visitors. All pupils have the opportunity to take part in school events and activities and have equal access to good teaching.
- The school works successfully in partnership with others, including a local cluster of schools, including Carleton Primary School. Good relationships have been established with parents and teachers welcome them into school, for example, 'stay and play' in the Early Years Foundation Stage.
- The successful use of the pupil premium funding has widened the range of opportunities offered and increased the ambition and self-esteem of this group of pupils who are eligible. It has been used well to help to accelerate their learning through first-hand experiences.
- The local authority recognises the strengths of the school and offers 'light touch' support through visits to check on particular aspects and to make recommendations for future developments.
- **The governance of the school:**
 - The governing body has played an important part in school improvement. Governors have been effective in supporting the school and asking important questions about plans for future developments. They are willing to take part in any additional training that will help them carry out their duties. They are regular visitors to the school. Governors look at and understand the school's assessment data and use them to make comparisons against similar schools locally and nationally. They hold leaders to account and ensure that performance management takes place and links to salary progression. Governors make sure that money, including the pupil premium funding, is used effectively to benefit pupils. They ensure that safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121599
Local authority	North Yorkshire
Inspection number	402041

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	90
Appropriate authority	The governing body
Chair	Sarah Muhlemann
Headteacher	Sarah Peel
Date of previous school inspection	13 July 2010
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