

# Crakehall Church of England Primary School

The Green, Crakehall, Bedale, North Yorkshire DL8 1HP

## Inspection dates

2–3 July 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Since federating, new leaders and governors have rapidly boosted improvements, so the school is now good and improving quickly. The executive headteacher and head of school have been uncompromising in tackling the weaknesses identified at the last inspection.
- Senior leaders have created a united team. They have supported staff to develop their teaching and leadership exceptionally well. Very skilled middle leaders working across the federation have transformed the curriculum.
- Teaching is now good. Pupils benefit from accurate teaching in reading, writing and mathematics because of teachers' good subject knowledge.
- Pupils make good progress as a result of well-planned teaching. Leaders' thorough monitoring prevents pupils from falling behind.
- Pupils behave well. They are courteous and polite. The school is a harmonious community. Pupils who are new to the school receive a warm welcome and settle in quickly.
- Forest school activities support pupils' personal development extremely well. Pupils learn skills which equip them well for life.
- The curriculum contributes effectively to pupils' strong social, moral, spiritual and cultural development. A good range of sporting opportunities keeps pupils active.
- In the early years, children cooperate well with each other and concentrate on tasks, showing good levels of independence. However, few children exceed the standard expected of them. The most able children are not challenged enough.
- Occasionally, the most able pupils are not stretched to think for themselves. In some year groups, work is not demanding enough in writing, science and history.
- Tailored support for pupils with special educational needs and/or disabilities (SEND) results in their good progress in most areas but in reading this is less marked. Books selected for them do not match their phonics knowledge closely enough.
- Teachers' planning in some subjects does not consistently build on what has already been taught. There are gaps in pupils' knowledge in history and science.
- Governors are highly committed and extremely effective. They have been integral to the school's improvement. Their overview of the school is wide-ranging but does not include formal checking of their equalities duty.

## Full report

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

- Improve teaching so that it is consistently good or better in all year groups by:
  - ensuring that the most able pupils are challenged to be more independent and think for themselves, particularly in science and history
  - setting higher expectations for the most able pupils about the depth and quality of written work across a range of subjects
  - encouraging the most able children in the early years to develop and try out their own ideas
  - providing, as planned, pupils with SEND with reading books to closely match their phonics knowledge
  - refining the teaching sequence more precisely in science and history.
- Ensure that governors formally check that the school is meeting its equalities duty.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The executive headteacher and head of school have an exceptionally effective working partnership. Since the beginning of the federation with Brompton on Swale CE Primary School in September 2018, they have transformed the school, ensuring that all weaknesses identified at the last inspection have been dealt with. Difficult decisions and an uncompromising approach have not deflected them from creating a united team of people who share their ambitions for the school. Their excitement about the school's future prospects are tangible.
- Extremely detailed carefully thought-through plans have set the school on a course of continued improvement. Leaders know what their priorities are and how they will deal with them. The areas for development identified through this inspection were already known. For instance, action had already been taken to purchase books which are better matched to pupils' phonics knowledge.
- Leaders maintain a laser-like focus on improving the quality of teaching. Their regular and highly incisive monitoring results in prompt action. Extremely detailed and very effective feedback enables staff to reflect on what they do, and, more importantly, they are clear about how to improve. Pupils' progress is monitored very closely. Prompt action is taken to ensure that they maintain good gains and their learning stays on track.
- The federation has enabled middle leadership to be extremely effective. Experienced and successful leaders from Brompton have worked closely with staff on mutually agreed priorities to ensure that an effective curriculum is in place. Spelling and phonics have been revised by a team of staff from both schools to good effect.
- Provision for pupils with SEND is extremely well targeted. The new special educational needs coordinator (SENCo) has benefited from the partnership and expertise of the federation SENCo. Systems to ensure that pupils get the right support are now highly effective. Staff have been trained to understand pupils' individual needs.
- Additional funding for physical education (PE) and sport has been used exceptionally well to increase and enrich sporting opportunities which ensure that pupils are more active. There are now many more after-school and lunchtime clubs offering a wide range of activities.
- There are very few disadvantaged pupils in the school. Additional funding is used to provide these pupils with personalised provision so they progress well in school.
- The curriculum is well designed to meet pupils' needs. They gain a broad range of relevant and interesting experiences. For example, the science curriculum is made more relevant because topics are enhanced by visitors whose work is linked to the topic. There are many opportunities to participate in musical activities: the school has a choir and an orchestra that perform at a range of community events. Pupils are suitably prepared for life in modern Britain. They hold tolerant views and understand the importance of respect and justice. Well-planned collective worship makes a strong contribution to social, moral, cultural and spiritual development. Forest school activities prepare pupils extremely effectively for a range of life experiences.

- The curriculum is planned so that, in most subjects, knowledge and skills build progressively over time. Work has already begun on providing more detailed guidance in curriculum plans in history and science because, in these subjects, pupils still have gaps in their scientific and historical knowledge.

### **Governance of the school**

- A new governing body was created when the federation began. From the outset, there was a determination to ensure that governors were as effective as possible. Careful recruitment has made sure that they are exceptionally skilled and experienced in the role. Their professional knowledge is combined with thorough monitoring of the school's work so that leaders are appropriately supported and held to account for their actions.
- Governors use the federation improvement plan to check that developments stay on track. When they visit the school, governors carefully target their monitoring and questioning to elicit the information they need to evaluate the work of leaders.
- Parents and carers' views are sought and carefully considered. Governors know that there have been many recent changes to school life and therefore are sensitive to the need to establish effective communication at all times.
- Governors' highly comprehensive understanding of the school guides them in allocating funding effectively. They have made sure that the school is now on a firmer financial footing to support the ambitions that they and leaders hold.
- Checks are made to ensure that actions taken in school are not discriminatory. However, governors do not systematically ensure that the equalities duty is being fully met.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have prioritised safeguarding by introducing new systems to ensure that pupils' welfare is maintained. These well-understood systems complement the detailed knowledge staff have of pupils and their families.
- Regular training and reminders keep staff up to date and confident about procedures they need to follow if they have any concerns.
- Leaders, including governors, maintain a close overview on safeguarding initiatives to ensure that no concern is overlooked. For example, the worry box is checked frequently by leaders, who follow up any concerns that pupils express.

### **Quality of teaching, learning and assessment**

**Good**

- Teaching is good and improving. Pupils now make good progress because of leaders' incisive actions.
- Pupils are keen to do well. Relationships with staff are excellent. Pupils demonstrate pride in their work. Handwriting is neat and presentation is of a high standard. Work in pupils' books demonstrates that they work hard and are productive. They respond to

the high expectations of staff.

- Pupils work extremely well together. Their cooperation during lessons is notable. They show maturity when discussing ideas with each other and agree, without dissent, on a response they will share with the teacher.
- Teachers know pupils well. Questioning is typically well targeted to check pupils' knowledge and often deepen their understanding. The 'Convince me' mathematics approach that the school has introduced successfully prompts pupils' deeper thinking through the questions asked. For instance, pupils in Year 5 were asked to convince the teacher that 10 was not a square number.
- Teachers generally have good subject knowledge and their explanations are accurate. They make links with previous learning to consolidate pupils' understanding. Specialists who teach French and PE use their expertise well to ensure that pupils make good gains in these subjects.
- Assessment is regular and informs teachers about gaps in pupils' understanding. A Year 2 lesson on plurals addressed misconceptions about the use of apostrophes which had arisen previously.
- The teaching of writing is effective. Learning builds up in a clear logical sequence over time. Pupils are reminded to apply the spelling rules they have been taught in their writing. Evidence in pupils' books demonstrates that, over time, this approach is improving pupils' spelling.
- Pupils with SEND receive well-tailored personalised support from knowledgeable staff. Staff work closely with pupils, adapting resources and teaching to support each individual. Progress in reading, however, although good, is not as consistent as in other subjects. This is because the books these pupils read are not closely enough matched to their phonics knowledge.
- Sometimes, the most able pupils are not challenged sufficiently to write as much as they could. In science and history, they are not encouraged to be independent or think enough for themselves.
- Teachers' planning in history and science does not build consistently enough on what pupils have already learned, leaving some gaps in their knowledge. Pupils in Years 3 and 4 do not build on the historical skills taught in Year 2. Older pupils occasionally struggle to explain some scientific concepts.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel extremely safe in school. Warm, trusting relationships have created a harmonious community. Older pupils take their buddying responsibility to care for younger pupils exceptionally seriously. They say that if a younger pupil was hurt, an older pupil would always go and help.
- Pupils are unfailingly polite and courteous to adults. They welcome new adults to their school, keen to share their enjoyment and knowledge of school life. New pupils are

equally welcomed. They are allocated a buddy who ensures that they get to know the school well and quickly feel a part of the community.

- Older pupils, in particular, appreciate and value the range of responsibilities they have recently been given. Worship warriors, for instance, are trusted to set up collective worship and ensure that it runs smoothly.
- Visits from experts support pupils in gaining a good understanding of how to keep safe. For example, the NSPCC helped pupils to understand how to speak to a trusted adult should they ever receive inappropriate adult attention. They also learned the dangers of using the internet and what to do to avoid such dangers. Pupils know how to stay safe on Bonfire Night and what to do if there is a fire in their house.
- Experiences gained in forest school are highly effective in developing life skills. Pupils learn how to use tools to light fires safely and to cook a meal. They learn how to gauge when something is too risky and to be resilient in tackling outdoor challenges.
- Support for pupils' emotional well-being is effective. Trained staff provide a listening ear. Mindfulness sessions help to alleviate the anxiety some pupils experience.
- Although pupils typically hold tolerant views, opportunities to develop understanding of equality and diversity are not yet planned in enough depth.

## Behaviour

- The behaviour of pupils is good.
- Nearly all pupils demonstrate exemplary behaviour at all times, both in class and on the playground. Disputes between pupils are typically minor and quickly resolved.
- Pupils understand what bullying is and confirm that it happens extremely rarely. School records endorse this view. Where there are concerns about pupils' welfare, the head of school maintains close communication with families.
- Discriminatory language is rarely used and is dealt with appropriately. Older pupils are aware that terms such as 'gay' should not be used as an insult.
- Attendance is high. Few pupils are persistently absent. Leaders have thorough systems in place to ensure that this is maintained.

## Outcomes for pupils

**Good**

- Progress is good as a result of improvements in teaching and swift action taken to prevent gaps in pupils' learning. Evidence from the school's own performance information, alongside evidence in pupils' workbooks and discussions with pupils, indicate that, over time, progress in science, forest school skills and history is also good. Pupils reach good standards in physical education and in French.
- As a result of good teaching, a higher proportion of current Year 2 pupils have reached the expected standard in reading, writing and mathematics compared to their starting points at the beginning of Year 1. Proportions reaching the higher standard in these subjects have also increased compared to starting points at the beginning of Year 1.
- Regular and systematic teaching of phonics has ensured that nearly all pupils reach the standard expected of them at the end of Year 1. The small proportion of pupils who do

not reach this standard still make good gains in their phonics knowledge.

- Outcomes at the end of Year 6 are improving. In 2018, proportions reaching the expected standard in reading, writing and mathematics were above average, as they were the previous year. Proportions reaching the higher standard in these subjects have increased year on year from 2016 and were also above average. School performance information and evidence in books indicate that Year 6 pupils this year are reaching similar standards.
- Although the most able pupils make good progress overall, in some year groups they are not sufficiently challenged and their progress is not as strong in writing, history and science.
- Pupils with SEND make good progress. School performance information indicates that progress is slightly stronger in mathematics than it is in reading because reading books are not precisely matched to pupils' phonics knowledge.
- It is not meaningful to report on the progress of disadvantaged pupils as a group because there are so few of them in the school.

### Early years provision

**Good**

- Leaders acted decisively in response to underperformance by the youngest pupils. Regular daily sessions were introduced to teach children mathematical and reading skills. Questioning is effective in developing children's knowledge and understanding and they now make good progress.
- Leaders ensured that classroom resources and equipment were reorganised so that there were enough opportunities for children to practise these skills during their play. The outdoor area was developed to provide a wider range of activities.
- Children are settled and happily mix with the older pupils in their class. They play together well and concentrate for sustained periods of time on tasks the teacher has set. For instance, a group of boys were making a sentence together, using the word 'and' to make two short sentences into a longer sentence.
- Behaviour is good. Children respond to adult requests and are proud of their achievements. When adults ask them to tidy up, they do so promptly.
- Leaders have identified children's physical development as an area for improvement because some children find writing difficult. Consequently, there has been an increase in the number of activities which develop children's physical skills. An adult works with groups of children to develop their balance and control by riding bikes down a slope.
- Children enjoy regular sessions in the forest school. With support, they learn how to light fires safely and learn about their dangers. They observe that wind makes the flames grow larger.
- Sometimes, adults restrict the most able children from using and developing their own ideas. Adults do not allow them to choose their own resources and direct them too closely, limiting their independence. Consequently, few children reached standards which were above expectations for their age.

## School details

Unique reference number	121483
Local authority	North Yorkshire
Inspection number	10087535

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair	Victoria Eardley
Headteacher	Mike White
Telephone number	01677 422515
Website	<a href="http://www.crakehallprimaryschool.co.uk/">www.crakehallprimaryschool.co.uk/</a>
Email address	<a href="mailto:generaloffice@crakehall.n-yorks.sch.uk">generaloffice@crakehall.n-yorks.sch.uk</a>
Date of previous inspection	28–29 March 2017

## Information about this school

- The school is much smaller than the average-sized primary school.
- Nearly all pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium is well below average.
- The proportion of pupils with SEND is below average.
- The school provides a breakfast and after-school clubs.
- Since September 2018, the school has been in a federation, Synergy Schools, with Brompton on Swale CE Primary School. Most middle and senior leaders, including the executive headteacher, provide leadership across both schools.
- With the exception of the deputy headteacher, no current governor or senior leader was at the school at the time of the last inspection.
- During the inspection, all of Year 6 and the deputy headteacher were on a residential



visit.

- The school is a voluntary controlled Church of England primary school in the Diocese of Leeds. At its last section 48 inspection in November 2016, it was judged good.

## Information about this inspection

- The inspector observed a range of teaching and learning in each class, accompanied by the executive headteacher or head of school.
- The inspector listened to pupils reading. She spoke with pupils about the work they had done in science and in other subjects.
- The inspector spoke with pupils about learning and school life, both individually and in groups.
- Scrutinies of pupils' workbooks were conducted jointly with the head of school and leaders of mathematics and English.
- Discussions were held with eight governors, members of staff and a representative from the local authority.
- The inspector looked at the school's review of its own performance, its improvement plan and a number of key school policies. She considered a range of documentation in relation to child protection, safeguarding, behaviour, attendance and governance.
- The 28 responses to Ofsted's online questionnaire for parents, Parent View, were considered alongside the school's own parental survey.
- There were 12 staff questionnaires completed and considered by the inspector.

## Inspection team

Susan Waugh, lead inspector

Ofsted Inspector

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