

Inspection of Crayke Church of England Voluntary Controlled Primary School

Easingwold Road, Crayke, York, North Yorkshire YO61 4TZ

Inspection dates: 25 and 26 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Crayke Church of England Primary School is at the heart of the community. Everyone is welcome here. The culture of kindness and respect can be seen and felt across the school. The school is calm and nurturing. Pupils are incredibly proud of their school. They are confident and articulate. Visitors are greeted with warm smiles and happy faces.

Staff are determined and enthusiastic about ensuring that every pupil gets the best offer and succeeds. They are unwavering in this commitment. In most areas of the curriculum, pupils achieve well. Pupils are safe and are clear that bullying does not happen at their school. Everyone is kind and everyone helps each other. Pupils attend regularly because they love school.

The school has incredibly positive relationships with families. Parents and carers join morning running clubs and school events. Parents are overwhelmingly positive about the school and incredibly supportive. One parent commented, 'I feel so privileged my child got into this amazing school. He is thriving academically and personally.'

Pupils are proud of the positions of responsibility they hold, such as school council members, pupil ambassadors, reading ambassadors and the shed team. They feel valued and listened to. Pupil ambassadors show new families around the school with pride.

What does the school do well and what does it need to do better?

Subject leaders are knowledgeable. High-quality foundation subject curriculums build from the early years. This allows pupils to retain key knowledge and build on prior learning. The recent introduction of Spanish has been met with enthusiasm by staff and pupils. The Spanish Café was an enormous success and gave pupils the opportunity to practise their accents and pronunciation. Children in the early years confidently sing Spanish songs. Pupils produce high-quality artwork inspired by Picasso.

Pupils enjoy mathematics. However, the well-designed mathematics curriculum is not fully embedded. The needs of some learners are not fully met. Teachers do not identify and address gaps in pupils' learning consistently well. As a result, some pupils do not achieve as highly as they do in the other core subjects.

Reading has a high profile in school. From the early years, teachers and teaching assistants deliver the phonics scheme expertly. From Reception, pupils benefit from well-structured phonics lessons, delivered with rigour and pace. Books are well-matched to the sounds pupils are learning. Adults support pupils who find reading more difficult to catch up quickly. Pupils access a wide range of fiction and non-fiction books that are matched to their interests. Pupils choose to read for pleasure at home and school.

Pupils with special educational needs and/or disabilities (SEND) benefit from high-quality support. Leaders quickly identify their needs and are relentless in their pursuit of support from outside agencies. Pupils with SEND flourish at this school.

Children in the early years settle quickly into Reception. Relationships between staff and children are strong. Staff take time to get to know children and their families well. Some children join Reception with delayed speech and language skills. The school identifies their needs quickly and provides appropriate support. Adults support children to develop their language and vocabulary knowledge. The school manages the transition into Year 1 well. By the end of Reception, children are ready for the additional learning challenges of key stage 1.

The opportunities for personal development are exceptional. The meticulous planning of trips and experiences ensures all pupils have a wide range of purposeful and exciting opportunities. Pupils talk passionately about these experiences and are already excited about the Edinburgh residential in the autumn term. Pupils have a deep understanding of fundamental British values and protected characteristics. Pupils attend a wide range of extra-curricular clubs, including music, chess, sport and craft. Leaders monitor participation to ensure all pupils can attend, including those pupils with SEND. Pupils have the opportunity to explore different careers. They talk confidently about what they would like to do in the future.

Leaders consider the workload and well-being of staff carefully. Staff are overwhelmingly happy at the school and feel well supported. Governors know the school and the local community well. Governors have a clear understanding of their delegated responsibilities. They understand the key priorities of the school and monitor these effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum for mathematics is not fully embedded. Teachers do not identify and address gaps in pupils' learning consistently well. As a result, some pupils do not achieve highly enough. The school should continue their work to develop and embed the mathematics curriculum to ensure it meets the needs of all learners.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121484
Local authority	North Yorkshire
Inspection number	10315557
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair of governing body	Hugh Porter and Andrea Hayes
Headteacher	Judi Jackson
Website	www.craykeschool.org
Date of previous inspection	23 October 2012, under section 5 of the Education Act 2005.

Information about this school

- The school is of a Church of England religious character. The most recent Statutory Inspection of Anglican and Methodist Schools inspection took place in March 2019. The school is smaller than average and does not have nursery provision.
- The school uses one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and modern foreign languages. For each deep dive, inspectors held discussions

about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also reviewed the curriculum structure in history, art and science.
- The lead inspector met with members of the governing body, the local authority and the diocese.
- Inspectors reviewed a range of school documents, including the school's self-evaluation and improvement plans.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents through the responses to Ofsted's online survey for parents, Ofsted Parent View. Inspectors considered the views of pupils through meetings and at social times.
- Inspectors considered the views of staff through meetings and through their responses to Ofsted's online survey for staff.

Inspection team

Emma Watson, lead inspector

Ofsted Inspector

Michael Rowland

Ofsted Inspector

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