

Inspection of a school judged good for overall effectiveness before September 2024: Crakehall Church of England Primary School

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

Inspection date: 17 December 2024

Outcome

Crakehall Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Staff and pupils at Crakehall Primary School successfully exemplify their school's vision of 'growing together'. Pupils are well cared for by kind and nurturing adults who make them feel valued and successful. As a result, they flourish academically and personally. Pupils feel happy and safe in school.

The school has high expectations of pupils' achievement. Pupils, including those with special educational needs and/or disabilities (SEND), succeed well across the curriculum. Children in the early years are well prepared for key stage 1. Pupils develop a thorough understanding across a range of subjects.

Pupils' behaviour is very good. During lessons, they are engaged in their learning. There is a calm and purposeful atmosphere across the school. Pupils treat each other with kindness and respect. Older pupils act as buddies to younger pupils ensuring they feel welcomed and settled at school.

The school provides a varied range of opportunities beyond the taught curriculum, such as dodgeball, music lessons and science club. These contribute to pupils being prepared for the next stage of their education. Staff ensure that many pupils participate in these experiences. Pupils appreciate the opportunities to be active leaders in the school community, such as becoming a subject ambassador and being on the school or eco-council.

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

Since the previous inspection, the school has reviewed and updated its curriculum. The

curriculum is well designed and enriches pupils' learning across subjects. The key knowledge and skills pupils should learn are set out in a logical order so teachers know what to deliver and when. As a result, pupils build their learning over time and develop a secure body of knowledge. On occasions, teaching is less successful in enabling pupils to apply and demonstrate their knowledge when working independently. Some of the tasks that pupils are set do not take sufficient account of what they know and can do.

The school and the federation provide staff with regular, high-quality training. For example, there has been a sharp focus on providing effective feedback to pupils. Pupils get immediate feedback in lessons through the regular use of live marking. This means that any errors can be addressed promptly.

Staff identify pupils with SEND quickly and accurately. They have a secure knowledge of the barriers faced by pupils with SEND and provide appropriate support as it is needed. Staff help pupils understand their own needs and when they may need to regulate.

The school ensures that a love of reading is nurtured as soon as children start in Reception. Older pupils enjoy reading and understand its importance. Staff deliver the phonics curriculum effectively. They routinely check pupils' phonics knowledge and ensure that the less confident readers receive the support they need to catch up quickly. As a result, pupils learn to read with fluency and accuracy.

Pupils are polite, friendly and eager to talk to adults. They have highly positive attitudes to school life. The school's work to prioritise pupils' attendance has resulted in high attendance for the vast majority of pupils. The school works closely with the small number of pupils and their families who need support to improve attendance.

The school thoughtfully plans trips and activities to enhance the curriculum. Outdoor learning is a particular highlight, as is the annual Year 6 residential trip to London. The school strikes the right balance between learning in the local environment and increasing pupils' awareness of the wider world around them. Pupils positively contribute to school and community life by singing on the village green and collecting food for the local food bank.

School and federation leaders and governors are knowledgeable about and committed to the school. They hold the school to account effectively for the quality of education that it provides. Staff value the ongoing opportunities for professional development. They are proud to work at the school and appreciate how their workload and well-being are considered. The school engages very well with parents and carers, and the vast majority are overwhelmingly positive about the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is some variation in how well pupils deepen their learning when working on their own. When this happens, pupils do not learn as deeply as they should. The school should work with staff to make sure pupils are better prepared to make the most of their learning when working on their own or without direct teacher support.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we the school to be good for overall effectiveness in July 2019.

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	121483
Local authority	North Yorkshire
Inspection number	10346340
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	109
Appropriate authority	The governing body
Chair of governing body	Andrea Offord
Headteacher	Samantha Marino (Head of School) Mike White (Executive Headteacher)
Website	www.crakehallprimaryschool.co.uk/
Dates of previous inspection	2 and 3 July 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Synergy Schools Federation. The Federation is made up of six primary schools.
- The school is a smaller-than-average-size primary school.
- The school does not use any alternative provision.
- The school is a Church of England school. Its most recent section 48 inspection for schools of a religious character took place in November 2023. The next section 48 inspection should take place by the end of 2028.

Information about this inspection

- Inspections are a point-in-time evaluation 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.
- To evaluate the effectiveness of safeguarding, 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 of safeguarding that puts pupils' interests first.

- Inspectors met with the head of school and the executive headteacher. The lead inspector also spoke with a representative of the diocese and met with a representative from the local authority.
- The inspectors visited a number of lessons, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed a range of documents, including behaviour logs, attendance records, school development plans and school self-evaluation documents.
- Inspectors considered the views of parents through responses to the online survey, Ofsted Parent View.
- Inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as discussions conducted throughout the inspection.

Inspection team

Jessica McKay, lead inspector

His Majesty's Inspector

Angela Vear

Ofsted Inspector

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