



Gargrave Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 121599
Local Authority North Yorkshire
Inspection number 292170
Inspection dates 29–30 November 2006
Reporting inspector Peter Howard

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

Type of school	Primary	School address	Neville Road
School category	Voluntary controlled		Gargrave, Skipton
Age range of pupils	5–11		North Yorkshire BD23 3RE
Gender of pupils	Mixed	Telephone number	01756 749433
Number on roll (school)	118	Fax number	01756 749463
Appropriate authority	The governing body	Chair	Rev Rod Geddes
		Headteacher	Mr Paul Duke
Date of previous school inspection	4 February 2002		

Age group	Inspection dates	Inspection number
5–11	29–30 November 2006	292170

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small school serves the small town of Gargrave and its surrounding rural area. Although the proportion of pupils eligible for free school meals is below average, the families of pupils attending the school represent a wide range of social and economic circumstances. Almost all pupils are of White British origin. The proportion of pupils with learning difficulties and/or disabilities is below average. The proportion of pupils who enter the school part way through their schooling is high.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspection findings agree with the school's own judgement that this is a satisfactory and improving school. This improvement is being driven by a strong partnership between the school and the local authority that was established in 2005, following concerns about falling standards in English and mathematics. As a result of improvements to assessment and teaching arising from this cooperation, standards at the end of Year 6 have risen and in English, mathematics and science are broadly average and pupils' achievement is satisfactory.

Working closely with the local authority, the school leadership has made good progress in addressing those weaknesses related to school self-evaluation and planning identified in 2005. However, systems for checking on the quality of teaching are not yet sufficiently rigorous and middle managers are not yet sufficiently involved in school evaluation and planning. Following major changes to its membership, the governing body is working successfully to ensure that it discharges its responsibilities effectively. The leadership team has a full understanding of the issues raised during this inspection and it has a satisfactory capacity to make future improvements.

Pupils' personal development is satisfactory. They have generally positive attitudes to school and the great majority want to do well. While they enjoy the good range of enrichment activities and those elements of teaching and curriculum that are exciting and stimulating, their response to lessons where they are less actively involved is less enthusiastic. Behaviour is satisfactory and pupils feel increasingly safe in school. They value the emerging opportunities provided by the new school council to have a voice in school life.

The quality of teaching and learning is satisfactory overall, with some examples of good practice. Although teachers are seeking to involve pupils more in their own learning by explaining their expectations at the beginning of most lessons, they are not consistently following this through in their teaching and marking. Improvements to the curriculum in the Foundation Stage and in English and mathematics in Key Stages 1 and 2 have had a positive impact on pupils' attainment. However, although the curriculum is satisfactory overall, the increased time devoted to English and mathematics has put pressure on subjects such as science. This is a caring school, where relationships between staff and pupils are good. However, pupils are given satisfactory levels of care, support and guidance, rather than good as the school believes, because the information gained from recently introduced systems for checking on pupils' progress has not yet been used to set them fully effective targets for improvement.

What the school should do to improve further

- Ensure that teaching and marking relate to the objectives set by teachers at the beginning of the lesson and improve checks on teaching and learning to further raise their quality.

- Use the information from assessments more systematically to improve children's progress and achievement in English and mathematics.
- Improve the delegation of responsibilities to staff so they can contribute fully to school improvement and can review the curriculum to ensure that all subjects receive appropriate attention.

Achievement and standards

Grade: 3

Children's attainment on entry to Reception varies from year to year because of the small numbers in each cohort. However, the full ability range is usually represented in each year group and children's skills and knowledge on entry are broadly typical for their age. Recent improvements to provision in Reception have introduced a range of active learning opportunities, which effectively meet the needs of young learners. As a result, children make satisfactory progress and by the end of Reception their attainment is broadly in line with national expectations. Pupils continue to make satisfactory progress throughout Key Stage 1 and at the end of Year 2 they attain average standards in reading, writing and mathematics.

Overall standards at the end of Year 6 dipped to below average in 2004 and as a result the school entered a close partnership with the local authority to secure improvement. In 2005, standards in English, mathematics and science were above average and in 2006 standards in all three subjects were broadly average. This improvement reflects the positive response of school staff to shared initiatives with the local authority, particularly action to improve assessment and teaching. It also reflects more long-standing school action to improve provision for higher-achieving pupils and in mathematics. When pupils' prior attainment is taken into account, their achievement, including that of pupils with learning difficulties and/or disabilities, is satisfactory. Pupils who join the school later than is normally expected settle in well and make satisfactory progress.

Personal development and well-being

Grade: 3

Pupils maintain good relationships with each other and with staff. While spiritual, social, moral and cultural education is satisfactory, pupils' understanding of people from different cultural and religious backgrounds is at an early stage of development. Behaviour is satisfactory and those instances of low level disruption that continue to occur in some classes are generally well managed. Pupils recognise that bullying has been reduced and they feel secure in school. They are developing effective strategies to keep themselves safe, for example by beginning to understand the dangers posed by drugs. Pupils are learning how to live a healthy lifestyle by making healthy food choices and taking exercise. They enjoy contributing to the wider community by raising funds for good causes. Pupils talk with enthusiasm about the role of the school council in purchasing playground equipment and are keen to take on more responsibility. An

increasing number of pupils are developing the maturity to work independently and this contributes to their satisfactory preparation for future study. Attendance is average.

Quality of provision

Teaching and learning

Grade: 3

Classrooms are orderly places and good use is made of displays to promote a learning environment. Teachers implement recently introduced strategies for teaching writing well. Their teaching of mathematics is enriched by a strong focus on the use of challenging problem solving which extends children's understanding. Interactive whiteboards are used well in class teaching to enhance explanations and motivate learners. Where teaching is weaker, teachers do not always ensure a good balance between their introductions to lessons and pupil activity; they talk for too long and as a result pupils do not have enough time to complete work as fully as they might. On these occasions, work is not always well matched to pupils' needs and the pace of the lesson and their learning slows. At the beginning of most lessons, teachers explain to pupils what they are expected to learn, but their teaching and marking of pupils' work is not always consistent with the stated objectives.

Curriculum and other activities

Grade: 3

Following a recent review of the curriculum in Reception, provision is now organised in different activity areas, such as sand, water and construction, which children are encouraged to access independently. This approach is appropriately matched to the needs of young learners, and as a result, children make satisfactory progress. There is a strong emphasis throughout school on English and mathematics, where good provision is having a positive impact on standards. However, the priority given to these subjects in Key Stages 1 and 2 is taking place to some extent at the expense of the wider curriculum. For example, in science too little time is devoted to practical work to consistently engage the interests of learners. Although statutory requirements are met, the school is aware of the need to review its curriculum plan to ensure that all curriculum areas are given appropriate coverage. Enrichment of the curriculum, through visitors, visits, residential trips and out-of-school activities is good.

Care, guidance and support

Grade: 3

This is a caring school where staff work hard to look after and support pupils.

Recent improvements to assessment procedures and systems for tracking pupils' progress ensure that the school has an increasingly accurate understanding of how well pupils are performing. However, this information is not yet used to set consistently effective and challenging targets for pupils. Although pupils are aware of class targets, they are not so aware of more specific targets intended to address their own individual

needs. Pupils with learning disabilities and/or difficulties receive satisfactory support overall. While some teaching assistants give pupils good support, others need more guidance to improve their effectiveness. There are good arrangements in place for transfer to secondary education. Health and safety and child protection procedures meet statutory requirements.

Leadership and management

Grade: 3

Progress in leadership and management since 2005 is evident in the school's improved understanding of pupils' progress, raised expectations of pupil attainment, some improvement to teaching and higher standards in English and mathematics. School procedures for checking on the quality of teaching are not yet sufficiently rigorous to address the relative weaknesses in teaching that continue to exist. However, school self-evaluation is generally accurate and its priorities for improvement are expressed in well considered development planning. Although middle managers are increasingly effective, their contribution to school evaluation and forward planning is in the early stage of development. After a period of major change in membership, the governing body is working hard to ensure that it develops its understanding of the strengths and weaknesses of the school and its role in setting the school's strategic direction. The issues raised in the last inspection have been dealt with satisfactorily. Financial management and the value for money given by the school are both satisfactory.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for your friendly welcome. I enjoyed my visit very much. Your school gives you a satisfactory quality of education.

What I liked about your school:

- that many of you behave well and work hard
- that most of you get on well with each other
- how hard all the staff in school work, how well they look after you and how much they want you to do well in school
- the good range of clubs, visits out of school and visitors to school.

I think there are some things that your headteacher and teachers should do to make Gargrave a good school.

- When teachers tell you lesson objectives they should make sure that they explain the work in the lesson, and when they mark your work they should tell you how well you understand them.
- Your teachers should make sure that you know your group's or your own targets for improvement in English and mathematics.
- When they plan your work, your teachers should make sure they give you more opportunities to study other subjects as well as English and mathematics.
- Your headteacher and teachers should work even harder to check that all teaching is helping you to learn as much as possible.
- Your headteacher should give teachers who are responsible for leading subjects more time to carry out their duties.

You can help your teachers by working hard, making sure that you know your own targets, behaving well and by taking advantage of all the opportunities offered by school.

I would like to wish you all the very best for your future at Gargrave Primary School.