

Gargrave Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121599
Local Authority	North Yorkshire
Inspection number	339977
Inspection dates	13–14 July 2010
Reporting inspector	Ronald Cohen

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Mr Richard Smith
Headteacher	Mrs Sarah Peel
Date of previous school inspection	29 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited all four teachers in the school, observed eight lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's development plan and the latest reports to the governing body from the School Improvement Partner. They also studied the most recent national and school data on attainment and progress, the latest attendance figures and pupils' work from across the school. In addition, 43 questionnaires returned from parents and carers were analysed, along with those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the decline in attainment has been halted and/or reversed
- how consistently effective is teaching across the school
- how effective is the new leadership in setting a strong basis for continued improvement.

Information about the school

This is a much smaller than average-sized primary school serving its immediate area. The percentage of pupils from minority ethnic groups is small as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils who have special educational needs and/or disabilities is average. The school has achieved Activemark award and Healthy Schools status. A new headteacher has been appointed since the last inspection and took up her post in September 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory and improving school. Several good features include its quality of care that is enhanced by effective partnerships with organisations outside the school, parents and carers.

The school, under the good direction and strong leadership of the headteacher, has focused on halting the decline in attainment and taking the school forward. It has been successful in both. Pupils are now making at least satisfactory progress and attainment has risen to broadly average, although writing is still an area of weakness. Moreover, an analysis of the school's data and improvement planning indicate that this pattern of improvement is set to continue. The school has a good understanding of its strengths and weaknesses. It is acutely aware of what still needs to be done if attainment is to rise even further and has made plans for this, for example, in the appointment of new staff. Nevertheless, the improvements already secured, together with improved pupil progress and rising attainment, indicate that the capacity for sustained improvement is good.

The quality of teaching has improved significantly. While it is satisfactory overall, a growing proportion is good and there is none which is inadequate. This is why pupils are making better progress. In the best lessons planning is based on accurate assessment, takes account of the learning needs of all pupils and is supported by activities that engage and challenge them. However, this is not evident in all classes all of the time. In some classes, teachers do not accurately assess pupils' progress and set work that will move them forward in their learning. In the Early Years Foundation Stage the activities are sometimes not sufficiently clearly planned to meet the needs and experiences of all children and the use of the outdoors is underdeveloped.

The curriculum is appropriately balanced and sufficient time is allocated to all subjects and after school activities. Good care, guidance and support make a significant contribution to improving pupils' progress. Good relationships exist with external agencies that result in very effective support for pupils, particularly those whose circumstances have made them vulnerable or have special educational needs and/or disabilities.

Behaviour is good. Pupils say they enjoy school and attendance is above average. The school has satisfactory plans in place to promote community cohesion. The school is a cohesive and united community, and the school is reaching out to further promote pupils' understanding of differing communities beyond the school. Pupils feel safe and safeguarding procedures are good.

What does the school need to do to improve further?

- Raise standards even further in all subjects but particularly in writing by
- providing more opportunities for pupils to develop literacy skills across all subjects.
- Increase the amount of teaching that is good by:
 - giving pupils enough time in lessons to work independently
 - using assessment effectively to ensure work is always set at the correct level
 - ensuring that marking tells pupils clearly how well they are doing and how to improve.
- Ensure that children in Early Years Foundation Stage receive the curriculum which maximises their progress by:
 - making sure that work set always matches their needs and experiences
 - using the outdoors more effectively to extend learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning. They collaborate well with peers. When given a challenge they try hard to complete tasks but occasionally activities are not hard enough and pupils are less motivated to do their best. Attainment is broadly average, much better than the results of recent national tests. The rise in attainment is increasing because pupils now make consistently satisfactory, and, in some cases, good progress. However, there are variations between subjects. At Key Stage 2, science, in particular, has seen a remarkable rise in attainment which is currently above average. Writing, however, throughout the school, still lags a little behind the other subjects, although overall progress is satisfactory. Pupils with special educational needs and/or disabilities and the few who speak English as an additional language are making good progress because they are being identified early and supported effectively.

Pupils behave well and enjoy school. Pupils have a good knowledge of what constitutes a healthy lifestyle and take part enthusiastically in the many after school clubs and competitions. They feel safe and well cared for, confident that they can turn to an adult if they have a problem.

Pupils say they have enough ways of getting their opinion heard, such as through the school council. They have brought about changes in arrangements for school lunches so all can now eat together, and pupils consider this has led to a better community spirit. Pupils support different charities such as 'Action for Children with Tracheotomies' and engage in preparing and supporting events in the village, such as directing and producing the pantomime. Pupils know right from wrong and have many opportunities to develop their social skills. They have a good understanding of their own heritage and their understanding of cultural diversity is developing through initiatives such as

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

community days, which celebrate the diversity of cultural backgrounds. Taking into consideration pupils' academic and social skills they are soundly prepared for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory, with some good teaching observed during the inspection. When lessons are briskly paced and pupils are challenged by interesting work they enjoy lessons and learn satisfactorily. Secure relationships, sound subject knowledge and much use of encouragement and praise are features of most lessons. Teaching assistants are usually deployed well to ensure that pupils with special educational needs and/or disabilities make good progress. However, sometimes teachers give pupils too little time to work independently and efforts to sustain pupils' interests are not entirely successful. In the best lessons effective use of assessment ensures tasks cater for the needs of all of the pupils. This good practice is not yet sufficiently embedded. Consequently, a few teachers are not always clear how to check how much progress pupils have made in lessons so that they can build on what pupils have learnt. As a result work is not always set at the correct level to meet pupils' needs. Marking does not

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

always help pupils to move forward.

The curriculum is enriched with a wide range of out-of-school clubs which promote successfully pupils' enjoyment and social skills. An increase in the number of visits and visitors is helping to consolidate learning. Recent examples include work with a local artist which led to the production of good art work which is displayed about the school. Insufficient planned opportunities are provided to allow pupils to practise and apply basic literacy skills in other subjects.

Care, guidance and support are real strengths of the school. Staff know pupils well and give considerable time to their care and support. The school creates strong partnerships with outside agencies, and parents and carers. These help to ensure that those pupils whose circumstances make them vulnerable have the support they need to overcome their difficulties. This is a strong feature of school life. As a result all pupils feel valued, grow in confidence and increase their self-esteem. Established and successful links with the school to which most pupils transfer ensure a smooth transition.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Under the strong leadership of the headteacher the school has improved the quality of teaching and, consequently, accelerated pupils' progress. Success can also be seen in improved tracking systems that identify those pupils who are not making sufficient progress. This has led to a range of effective intervention strategies which have increased progress particularly at the end of Key Stage 2. Attainment is rising. This reflects the school's drive to improve. The headteacher has fostered a real sense of team work and common purpose. Staff are united in their goals and determined to improve the standing of the school further. The headteacher and the governors communicate high expectations, have a good understanding of the school's strengths and weaknesses, based on honest self-evaluation, and monitor the work of the school well. There is no sense of complacency. They know that while teaching and learning has improved considerably, work still remains to be done in order to ensure that the quality of teaching and learning is consistently good in all classes. The staff know that the impact of their hard work, while showing significant improvement in the rise in attainment, has yet to be fully realised. Governors are involved effectively in evaluating the school and provide good challenge and support in equal measure.

The effectiveness by which the school promotes equality of opportunity and tackles

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discrimination is good. The past 12 months has seen better progress from all groups of pupils, including those with special educational needs and/or disabilities. The effectiveness of partnerships with parents and carers is also good and is a strong contributor to pupils' successes.

The effectiveness of partnerships in promoting learning and well-being are good. Their impact is evident in the many improvements to the curriculum, teaching and the effective links with other schools. The sports partnership has successfully developed opportunities to enhance sporting skills. There are particularly good links with outside agencies, which have been effective in supporting some of the school's vulnerable pupils and their families.

The school has satisfactory plans in place to promote community cohesion. A clear sense of community exists within the school and initiatives such as the community days are a step in the right direction to further promote pupils' awareness of the community beyond the school. Arrangements for safeguarding are in good order and well documented. Child protection procedures are in place and reviewed regularly, all staff are checked to see they are suitable to work with children.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Reception and Year 1 classes are joined together because of small numbers. Most children start school in their Reception Year with skills at levels that are similar to those expected for their age. Welcoming staff ensure that children settle quickly into established routines and become receptive learners. All adults are caring and ensure

that safeguarding arrangements are fully met. Any children whose circumstances make them vulnerable are quickly identified and are well supported. There is an appropriate balance between activities led by adults and those chosen by children. Teaching is satisfactory and sometimes good, enabling children to make sound progress. Early language skills are taught increasingly effectively. Activities are usually carefully chosen to capture children's interest. However, other activities are not challenging enough or do not contain enough help to promote high levels of interest, encourage talk and stimulate children's imagination. Information and communication technology does not have enough emphasis. The outside area is not yet used well enough and the range of resources is too narrow to add interest and excitement to children's learning. Management is satisfactory. The school has plans to move the outside play areas which will enhance the children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Almost all parents and carers who returned the questionnaire agreed that their children enjoy school: it keeps children safe, meets their needs, helps them live a healthy lifestyle and promotes their personal development. A very small minority of parents and carers thought that the school does not always deal well with incidents of inappropriate behaviour. However, the inspection team found no evidence to support this view. A few consider that their children are not making sufficient progress. Inspectors found that good leadership and management is driving forward improvement and as a result all pupils are making at least satisfactory progress. Teaching is viewed as good by parents and carers. Inspectors judge it to be satisfactory and improving. Most parents and carers believe that the school is successfully fostering a sense of community, and some commented how the recent sports day gave parents and carers the feeling that they were encouraged to be part of their children's education.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gargrave Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	72	11	26	0	0	0	0
The school keeps my child safe	26	60	17	40	0	0	0	0
The school informs me about my child's progress	20	47	22	51	1	2	0	0
My child is making enough progress at this school	18	42	19	44	6	14	0	0
The teaching is good at this school	18	42	22	51	2	5	0	0
The school helps me to support my child's learning	21	49	20	47	2	5	0	0
The school helps my child to have a healthy lifestyle	29	67	12	28	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	33	21	49	3	7	0	0
The school meets my child's particular needs	22	51	18	42	2	5	0	0
The school deals effectively with unacceptable behaviour	15	35	19	44	4	9	1	2
The school takes account of my suggestions and concerns	19	44	21	49	2	5	0	0
The school is led and managed effectively	22	51	19	44	1	2	0	0
Overall, I am happy with my child's experience at this school	22	51	19	44	2	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



July 15 2010

Dear Pupils

Inspection of Gargrave Church of England Voluntary Controlled Primary School, Skipton BD23 3RE

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We enjoyed being in your school, visiting your lessons and listening to what you had to say. We judge that your school is giving you a satisfactory education and has several good features. A few of your parents and carers sent messages to tell me that they like many things about your school. I agree with most of what they had to say. These are the good things about your school.

- You know about the importance of staying healthy and keeping safe.
- You are happy, enjoy school and you behave well.
- Over the last year, your results have really improved.
- All the adults who work in school take good care of you.
- Your headteacher knows what to do to make your school a good school.

Here are the important things which your headteacher, staff and governors are going to do to make your school even better:

- help you make good rather than satisfactory progress so that standards when you leave are even higher, especially in writing
- make sure that your lessons are more exciting and check that work is always set at the correct level for you and that you know how to improve
- make sure that the children in Reception have the activities which make learning fun, especially when they go outside.

You can help by always trying hard with your work and by continuing to come to school as often as you can so that you can enjoy the fun of learning.

Yours sincerely

Ronald Cohen

Lead inspector

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