

Cracoe and Rylstone Voluntary Controlled Church of England Primary School

Cracoe, Skipton, North Yorkshire, BD23 6LQ

Inspection dates 24 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The quality of teaching is never less than consistently good and is most often outstanding. This enables pupils to make sustained and rapid progress across the school.
- In the national tests for Year 6 pupils in 2012, most made more than expected progress in reading and writing and over 50 per cent did so in mathematics.
- The strong Christian ethos engendered in this small church school contributes significantly to pupils' understanding of the importance of respect and care, and to their extremely well-developed moral and social skills.
- Leaders and managers provide an ambitious, focused steer so that across the school pupils' achievement and the quality of teaching are improving year-on-year.
- The governing body plays a full and active part in rigorously monitoring provision. Governors know the school's strengths and act quickly to rectify any weaknesses.
- Very effective links with parents, carers, village and global communities, together with the local partnership of schools, enrich the school's provision further.
- The school takes excellent care of its pupils so that all feel extremely safe. Pupils say there is an absence of bullying and that adults help and support them. As one pupil says, 'We are a small school so we have to get on well together!'
- Pupils really enjoy school. Their behaviour is excellent. Pupils develop very mature attitudes to learning and are extremely polite and respectful of the views of others.
- The outstanding curriculum is relevant and exciting and provides memorable learning experiences for pupils. It ensures practical opportunities for pupils to apply what they have learnt in English and mathematics across a wide range of subjects.
- In Key Stage 2 a very small minority of pupils of average ability make less progress than their peers in mathematics, than in English. This is because teachers sometimes provide work that is too challenging for them.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector observed four teachers teaching five lessons or part lessons, of which one was a joint observation with the headteacher.
- Meetings were held with pupils, school staff, members of the governing body, a representative from the local authority and the school's safety officer.
- The inspector observed the school's work and looked at a number of documents, including the school's evaluation procedures, plans for future developments, safety procedures and tracking of pupils' progress over time.
- The inspector analysed the nine completed on-line questionnaires (Parent View) as well as those completed by staff.

Inspection team

Brenda Clarke, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the averaged sized primary school.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils known to be eligible for the pupil premium is well below the national average.
- The school meets the government's current floor standards, which are the minimum expectations of attainment and progress.
- The school has achieved Healthy School status, Activemark, Eco Schools Bronze Award, Investors in People and Inclusion Quality mark.

What does the school need to do to improve further?

- Accelerate progress in mathematics, so that pupils of average ability in Key Stage 2 make at least as much progress as they do in reading and writing by:
 - ensuring that teachers consistently match pupils' work to their varying abilities
 - developing pupils' independence when finding solutions to mathematical problems
 - ensuring that pupils' targets for future learning are written in simple terms that all pupils understand.

Inspection judgements

The achievement of pupils

is outstanding

- Cohorts are very small and children's skills on entry differ year-on-year. However, the majority of children enter the Early Years Foundation Stage with skills that are typical for their age. Most children speak confidently and express themselves well. This contributes significantly to their good progress. Consequently they begin Year 1 with skills that are above average for their age, especially in the key areas of communication, early reading, writing and number.
- Across Key Stage 1 pupils' achievement is outstanding. A large majority of pupils make better than expected progress in reading, writing and mathematics to reach standards well above those expected for their age. Over the last three years pupils' standards in writing have improved year-on-year. This is due to an effective daily focus on hand writing and on the regular teaching of sounds and the letters they make, which builds methodically on what they have learnt, in a step by step way. Most pupils apply these skills well and they can write and read with confidence.
- At least good teaching ensures that these skills are built upon in Key Stage 2 so that over the last three years pupils' standards of attainment at the end of Year 6 have been well above the national average in English and mathematics. Most pupils make better than expected progress in English. Pupils' well above average speaking skills enable them to express themselves confidently and to answer questions in depth.
- The small numbers of pupils eligible for pupil premium funding make the same outstanding progress as the others do.
- In Key Stage 2 a small minority of pupils at times lack the independence needed to solve challenging problems. In one Key Stage 2 lesson observed a minority of pupils lacked confidence when constructing block graphs and relied heavily on the teacher's guidance rather than having a go at solving the problem themselves.
- Rigorous and frequent tracking of pupils' progress identified that those with special educational needs made the progress expected of them rather than good progress in Years 3 and 4. This was due in part to changes in staffing. Additional training for staff has enabled teachers and teaching assistants to provide these pupils with the help they need to catch up. As a result their achievement is at least good and is accelerating quickly.

The quality of teaching

is outstanding

- Throughout the school much of the teaching is outstanding and never less than consistently good.
- Effective, well-planned arrangements when children start school, together with very good relationships in the Early Years Foundation Stage have enabled children to settle quickly. In a very short time, children have learnt the classroom routines. They listen carefully to their teacher and teaching assistant and already show a real enthusiasm for learning.
- Teachers have high expectations of pupils' behaviour and work output. Lessons run very smoothly and no time is wasted. Excellent relationships ensure that pupils are happy and motivated to work hard. Pupils settle quickly to their work and even the youngest persevere for good periods of time.
- In outstanding lessons teachers plan tasks that build carefully on earlier learning. They are relevant, purposeful and include a range of pertinent teaching resources. For example, in a Key Stage 2 history lesson, pupils read about life in the Second World War and watched a digital presentation about an air raid. They used lap tops to research Anderson shelters prior to designing and constructing these later in the week.
- Occasionally teachers in Key Stage 2 do not use their knowledge of pupils' varying mathematical ability well enough when planning tasks.
- Pupils say they enjoy their learning and that teachers make lessons fun. This results in great

enthusiasm for learning and high rates of attendance.

- Well-trained, teaching assistants use their initiative and support learning well enabling pupils to make rapid progress in most lessons.
- All pupils have targets for improving their learning. These sometimes lose their usefulness when written in terms that pupils do not fully understand.

The behaviour and safety of pupils are outstanding

- Pupils' excellent behaviour contributes significantly to their outstanding achievement. During the inspection, pupils' behaviour in lessons and around the school was exemplary and contributed significantly to the fruitful relationships between pupils of all ages. There have been no exclusions over time. Name calling is minimal and quickly resolved by adults.
- Most parents and carers who completed the on-line questionnaire agree that behaviour is good and that the school keeps their children safe.
- Pupils say they feel extremely safe in school. They play companionably outdoors and are mindful of the safety of others.
- In this small school, pupils know every child by name. Older pupils act as buddies and are held in high esteem by those new to the school.
- As members of the school council, Eco, Fairtrade and worship committees, pupils have good opportunities to air their views and contribute to the school community.
- Pupils grab the additional opportunities offered by the school so that the vast majority attend at least one school club each week.
- Pupils' outstanding spiritual, moral, social and cultural development enables them to cooperate in pairs and groups, to listen to another's view and to reflect deeply on their achievements in lessons.

The leadership and management are outstanding

- The decisive leadership of the headteacher has ensured a consistent approach to teaching and learning across the school. All teachers follow the school's systems ensuring continuity for pupils.
- Rigorous checking of what works, what doesn't and what else needs doing has enabled leaders to focus on the right priorities to maintain the current high standards and to improve this further.
- The setting of targets to help improve performance is ambitious and pupils' progress towards these is regularly checked. This is enabling more pupils each year to make better than the national rate of progress by the end of Year 6.
- A rigorous and accurate tracking system highlights those pupils who may be in danger of falling behind, with effective interventions in place to address pupils' individual needs. This ensures that all pupils are provided with an equal opportunity to succeed.
- The key issues noted at the last inspection have been resolved. Pupils' standards of attainment in writing have improved and relevant opportunities are planned for pupils to apply their writing skills across other subjects. The school has addressed pupils' limited understanding of cultural diversity by forging effective links in Britain and internationally.
- The monitoring of teaching and learning in classrooms is systematic and rigorous. The headteacher uses this information to make the right decisions when determining whether teachers and teaching assistants should be paid more. High quality feedback and subsequent training leads to consistent improvement in the quality of teaching over time.
- The school takes extremely good care of its pupils. Their procedures for safeguarding pupils meet requirements.

- Links with parents and carers are good. Most who completed the on-line questionnaire would recommend the school to others.
- Wide ranging partnerships within a local group of schools enrich provision; for example, providing opportunities for the creative arts and competitive sports, and contributing to the school's staff development programme.
- The outstanding curriculum absorbs and excites pupils. It has been revamped to ensure that learning is relevant and is enriched by visits to interesting places and by a wide range of visiting specialists.
- Pupil premium funding is used effectively to enhance pupils' learning and has enabled them to make better progress than that expected nationally.
- The local authority provides light touch support for this outstanding school.
- **The governance of the school:**
 - Governors are very supportive and robustly hold the school to account. They are active partners in the decision making process and are ambitious in their pursuit of excellence. Governors take an active part in setting school priorities and in measuring the impact of these. Governors bring a range of expertise, for example, personnel and managerial skills that complement the school's provision. Governors are fully involved in the performance management of the headteacher but have yet to develop systems for measuring the impact of performance management procedures for staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121558
Local authority	North Yorkshire
Inspection number	403470

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	46
Appropriate authority	The governing body
Chair	Peter Vernon
Headteacher	Andrea Walker
Date of previous school inspection	11 March 2008
Telephone number	01756 730259
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