

Crayke Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121484
Local Authority	North Yorkshire
Inspection number	314006
Inspection date	13 May 2008
Reporting inspector	Les Schubeler

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 on roll	
School	101
Appropriate authority	The governing body
Chair	Mr N Jackson
Headteacher	Mr Graham
Date of previous school inspection	28 June 2004
School address	Easingwold Road Crayke York North Yorkshire YO61 4TZ
Telephone number	01347 821767
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' personal development and well-being, the impact of actions taken by school leaders to improve this aspect; and the effectiveness and use of assessment information to improve pupils' learning. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes of meetings, observation of the school at work, interviews with staff and pupils, and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

Crayke Primary is a smaller than average school serving a rural catchment of three villages and the surrounding area. The proportion of pupils who have learning difficulties and/or disabilities is below average, as is the proportion of those entitled to free school meals. Almost all pupils are of White British heritage. There are three mixed-age classes in addition to the single Year 6 class. The school has received the International Schools award and been awarded the Activemark, Healthy Schools status, the Leading Aspect Award and the Local Authority Inclusion Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Since its last inspection effective steps have been taken to promote improvement. Consequently, pupils have continued to achieve well in their work and their personal development is outstanding. The success of the school is founded on the determination of all staff to provide pupils with a well-rounded education. There is a strong partnership with parents and their views are overwhelmingly positive. They appreciate the school's family environment and that, in their words, 'Crayke is a particularly caring school, putting the needs of the children first in all areas.'

Achievement is good. By the end of Year 2, pupils reach standards that are above average and there has been a rising trend in the last two years. There are particular strengths in reading and writing. Pupils achieve well in Key Stage 2. Typically results in the Year 6 national tests in recent years have been well above average. This trend of good achievement continues in the current Year 6. By the time they leave at the age of 11, pupils are confident and independent learners.

Combined with their above average standards, pupils' excellent personal development ensures they have good, firm foundations for their future lives. Their spiritual, moral, social and cultural development is outstanding. Pupils insist there is an absence of bullying in the school. They are confident that there is an adult to turn to if they experience difficulties of any kind. They get on well together, care for one another and show respect to all. They enjoy school hugely, which is reflected in their above average rate of attendance. Pupils have an excellent appreciation of how to live safe and healthy lives, taking advantage of the many opportunities for physical and social activities. They are keen to expand their horizons. For example, they take delight in exchanging news with pupils in a school in Morocco. Pupils engage enthusiastically in fund-raising for charities and make an important contribution to the life of the school, cheerfully taking on responsibilities. The active school council has been instrumental in drawing up playground rules and setting up a buddy system, which ensures that all pupils feel included at all times. Its members manage a budget well and have acquired extra play equipment for the outdoor areas.

The curriculum is good. While maintaining its attention on pupils' basic skills, the school has forged more creative links between subjects and offers a good range of additional activities outside school hours. Pupils particularly look forward to the after-school clubs when practical activities, such as sewing and newspaper editing, enable them to apply their skills in interesting and relevant contexts.

The quality of teaching is good. Very good relationships between staff and pupils underpin activities in the classroom. Teachers manage their mixed-age classes well, ensuring that planned activities meet the needs of all pupils. As a result, pupils behave in an exemplary fashion, have positive attitudes to their lessons and make good progress. Pupils learn to collaborate and work well as part of a group. The promotion of pupils' speaking and listening skills is a consistent strength of the teaching in the school. Teachers are very well supported by skilled teaching assistants, who make a valuable contribution to pupils' learning and personal development. Although there is some very good practice in the marking of pupils' work that reinforces what pupils need to do to improve, this is not a consistent feature across the school.

The quality of pastoral care is outstanding and much valued by pupils and their parents. Safeguarding arrangements meet current requirements. Academic support and guidance are

very good. Since the last inspection, the school has developed its use of assessment information significantly. The progress of individual pupils is assessed regularly and effectively so that any potential underachievement is picked up early and acted on. Vulnerable pupils and those with learning difficulties and/or disabilities are extremely well cared for and helped to play a full part in school life. There are good arrangements for the pupils who need extra support with learning and for those who show particular gifts or talents. These are implemented well by teachers and teaching assistants. They provide effective support for pupils' specific learning needs, which enables these learners to make as good progress as their peers. Pupils have a clear understanding of their individual and group learning targets. They say that these encourage them to work hard.

Leadership and management are good. The headteacher, who is an inspiring figure in the school, provides very strong direction and has a very clear vision for the future development of the school. He is highly valued and well respected by parents and staff alike. Under his astute leadership, all staff form an effective team. The headteacher has a successful record of actively encouraging staff to undergo training. This has not only contributed to their professional development, but has also improved the quality of the school's work. The roles of subject leaders, for example, are successfully being developed so that the management of the school is spread more widely. This extension of management responsibilities is enabling all staff to play a more active part in the good checking and evaluation of the school's performance. Detailed and continuing analysis of test results, for example, has led to an emphasis this year on further improving pupils' writing skills. As a result, evidence indicates that pupils are now on course to reach challenging targets. Staff teamwork is enhanced by outstanding links with social and health services, the local church and schools. These links contribute valuably to the school's excellent provision of care and support. They also enhance the curriculum and support pupils' learning and personal development. Governors support the school well. They, too, monitor the school's work regularly and help to ensure the school provides good value for money. Through good self-evaluation they have a clear view of its strengths and weaknesses and consult widely on its further development. The school continues to provide its community with a good quality of education. The success of the school's leaders in accurately identifying priorities and taking effective action, for instance, to bring about further improvements in pupils' writing skills, demonstrates a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Parents are very pleased with the good start that their children get to their education in the Foundation Stage. Children receive high quality care, guidance and support. All adults encourage children to be independent but also give any extra support that is needed. As a result children settle quickly and adjust well to school routines.

On entry to the Reception class, the skills of most children are typical for their age. Good teaching and regular assessment enable the children to make good progress, and the school's records indicate that most reach national expectations by the time they enter Year 1. The Foundation Stage is well led and managed. Working within the constraints of a crowded classroom, the staff provide good opportunities for children to enjoy a good balance of adult led and independently chosen activities. As a result, they develop their knowledge and understanding of the world well and their personal, social and emotional development is good. Good, practical activities in the improved outdoor learning area have enhanced the curriculum since the previous inspection.

What the school should do to improve further

- Ensure consistency in teachers' marking so that all pupils understand what they need to do to improve their work.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome you gave to me when I inspected your school recently. I would like to thank you for being so courteous and friendly. I enjoyed talking to you and listening to your views about the school. I spent a lot of time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and school staff. I came to the conclusion that Crayke is a good school where you achieve well and your personal development is outstanding.

Your teachers and teaching assistants care for you and look after you extremely well. This helps to keep you safe and healthy. You told me that you enjoy being in a small school where everyone knows everyone else, and it was very pleasing to see that you get on so well with one another and with all the adults who work with you.

I was particularly impressed by your enthusiasm for so many things that you do at or after school: the emails to Morocco, the sports, visits to York, your 'friendly, trusting' teachers, using the laptops and doing experiments in science. I was not surprised to learn from the older pupils that as the time approaches, they will be sorry to leave Crayke.

By the time you leave school at the end of Year 6 you reach above average standards. You are making good progress in your lessons because you are taught well. However, I have asked your teachers to ensure that all of you have your books marked in such a way that you understand clearly how to make your work better.

I am sure that you will carry on enjoying school and continue to make certain that the school's good reputation is well deserved. Most of all, I hope that you will continue to work hard and help all the staff to make Crayke an even better school in the future.