

Inspection of Gargrave Church of England Voluntary Controlled Primary School

Neville Road, Gargrave, Skipton, North Yorkshire BD23 3RE

Inspection dates: 22 and 23 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders and governors are determined that every child at Gargrave Church of England Voluntary Controlled Primary School will flourish. They want to 'open doors and expand horizons'. Pupils are confident in what they can achieve. This is because the curriculum is well designed. Leaders know the school well and are doing the right things to make it even better.

The school motto, 'work with all your heart', can be seen in action in lessons. Pupils have a thirst for knowledge. They are keen to talk about what they know. This is because teachers' strong subject knowledge makes lessons interesting.

Pupils feel comfortable and safe because the adults take good care of them. They follow the kind example set by adults. There is very little bullying or name-calling. When this does happen, it is soon resolved. Pupils make the most of the wonderful outdoor environment. They play happily together at breaktimes and make sure that no one is sad or on their own.

Pupils enjoyed remote learning events, such as the 'screen free' and mindfulness days. They are very happy that some clubs, such as gardening and sport, have been reintroduced this half term.

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

Leaders and governors have significantly improved the quality of education since the previous inspection. Staff benefit from effective training. They value the support provided by leaders. Leaders have provided the right resources to support the curriculum.

Younger pupils get off to a flying start in reading. Teachers help pupils to develop their phonics knowledge quickly. Teachers match reading books to the sounds that pupils already know. This helps pupils to read confidently. Teachers check that pupils keep up and swiftly help if they fall behind. Reading is a high priority in school. A wide variety of high-quality texts enhance pupils' learning and enjoyment. Leaders make sure that reading for pleasure happens every day. As a result, pupils are gaining a wide range of vocabulary and knowledge of the world.

The mathematics curriculum is well planned. Teachers ensure that mathematical knowledge builds on prior learning. This is helping pupils to become confident in their understanding of mathematics. Teachers use resources well to support learning. Staff have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils enjoy the challenging curriculum. They make comments such as 'Teachers never give us the answer, we always have to work it out.' Teachers check pupils' work in lessons. This helps them to sort out misconceptions immediately.

Leaders have made sure that carefully sequenced plans are in place across the wider curriculum. This helps teachers to plan lessons that build on what pupils already know. Leaders have begun to identify the smaller building blocks of specific knowledge they want pupils to learn. Strategies to help pupils learn and remember more are built into lessons. This is already having an impact. For example, in geography, pupils are able to recall important facts about volcanoes. They understand why some volcanoes are explosive, using vocabulary such as vent, magma chamber and tectonic plates. However, these approaches are not consistently in place in all subjects.

After only two weeks of school, children in the Reception class are confident to explore the environment with their new friends. Teachers use assessment well to find out what children already know and can do. This helps them to plan the curriculum. They take account of what children need to know and remember. This helps children get off to a good start when they move into Year 1. However, the early years curriculum is less well developed in mathematics. Leaders have identified this as a priority for improvement.

The leader for SEND makes sure that staff, parents and carers are involved in identifying pupils who need extra help. The needs of pupils with SEND are identified early and the right support is put in place. This helps pupils to benefit from an ambitious curriculum.

The school has links with local high schools, colleges and business. This provides opportunities for pupils to experience science, technology, engineering and maths activities. The school values its place in the local community. Pupils have enjoyed visiting the local library. Some pupils have played dominoes with the residents of the local care home. Many pupils have had their artwork displayed at the village art exhibition.

Pupils are kind and helpful towards each other. One pupil described the school as 'harmonious'. The Year 6 pupils have just become anti-bullying ambassadors. They are excited about taking on this important role. Pupils enjoy coming to school. As a result, attendance is high.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of care and vigilance in the school. Leaders, staff and governors are well informed about the risks to pupils. They are alert to the possibility 'it could happen here'. Systems for reporting concerns are strong and leaders make sure that concerns are followed up appropriately. Leaders work closely with other agencies to help pupils and their families.

Pupils learn how to keep safe through the curriculum and the assemblies that take place every day. They know how to stay safe online, particularly in respect of not

giving personal information. They know to find a trusted adult if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some areas in the curriculum where pupils find it difficult to remember key knowledge. Leaders have started work to refine curriculum plans so that subject-specific knowledge is taught in short blocks. This is beginning to help pupils remember more over time. However, this work is at an early stage in some subjects. Leaders now need to accelerate this work so that pupils secure strong knowledge across the curriculum.
- Leaders have correctly identified mastery of small numbers as a focus for improvement, in line with the new early years framework. New curriculum plans for early mathematics should be implemented as a priority. This will then provide a strong foundation for more complex learning as pupils move through school.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121599
Local authority	North Yorkshire
Inspection number	10200642
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair of governing body	Jane Ellis
Headteacher	Sarah Peel
Website	www.gargrave.n-yorks.sch.uk
Date of previous inspection	7 and 8 November 2017, under section 5 of the Education Act 2005

Information about this school

- Gargrave Church of England Voluntary Controlled Primary School is a smaller-than-average-sized primary school.
- Almost all pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils with SEND is similar to the national average. A slightly higher proportion than average have an education, health and care plan.
- The proportion of pupils eligible for support through the pupil premium grant is below the national average.
- The school provides care before and after school.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- Inspectors met with the headteacher, English leader, mathematics leader, leader for SEND, early years leader and some foundation subject leaders.
- The lead inspector met with members of the governing body, including the chair of governors. They also met with a representative from the local authority. They had a separate video call with a representative from the diocese of Leeds.
- The subjects considered as part of this inspection were reading, mathematics, geography and personal, social and health education. Inspectors carried out deep dives in these subjects. They talked to leaders and teachers about their curriculum plans. They also talked to pupils about what pupils knew and remembered in these subjects. They looked at pupils' work and visited lessons.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records. Inspectors also talked to the designated safeguarding leader.
- An inspector discussed the school's records on attendance and behaviour with the headteacher.
- The lead inspector analysed the school's self-evaluation document and plans for improvement.
- Inspectors talked informally with pupils in lessons and at breaktimes. An inspector met with a group of girls and a group of boys. They also took account of the 68 responses to Ofsted's online pupil questionnaire.
- Inspectors took into account a school parent survey and the 26 responses to Ofsted's online survey, Parent View.
- Inspectors met with a number of staff and took account of the 13 responses to Ofsted's online survey.

Inspection team

Janet Keefe, lead inspector

Ofsted Inspector

Marian Thomas

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