

Gargrave Church of England Voluntary Controlled Primary School

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

Inspection dates

7–8 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the previous inspection, standards by Year 6 have overall declined. While outcomes are now improving, in mathematics progress remains slow. In key stage 2, pupils, particularly the most able, do not make consistently good progress.
- Teaching in key stage 2 requires improvement. Information from assessing pupils is not used well to ensure that work meets pupils' needs. Work often lacks challenge. Expectations of the presentation of pupils' work are not high enough. Pupils' work is sometimes presented untidily and this is accepted too readily.
- The teaching of mathematics requires improvement. Opportunities for pupils to use and apply their mathematical skills across the subjects and to think deeply are overlooked.
- In key stage 2, outcomes in reading lag behind those in writing. Pupils do not read a wide enough range of challenging texts. This prevents some pupils from reaching the higher standards.
- Leaders have not ensured that teaching in key stage 2 is consistently good. Leaders' checks on teaching are not precise or undertaken often enough to bring about rapid improvement.
- The most effective teaching in school is not shared widely among staff.
- Plans to improve the school pinpoint the correct priorities. However, they do not make it clear how leaders and governors intend to measure and evaluate the impact of their actions on improving outcomes for pupils.

The school has the following strengths

- Effective leadership and good teaching in the early years ensure that children get off to a good start. Children are well prepared for Year 1.
- Outcomes in writing are improving quickly.
- Effective use of funding and additional support enable disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities to make good progress.
- Pupils are well behaved and show good attitudes to learning. They feel happy and safe, and conduct themselves sensibly.
- Many interesting and engaging experiences broaden pupils' horizons. Pupils' enjoyment of school reflects in above-average attendance.
- Governors know the school well. Along with leaders, they demonstrate a strong desire and passion to improve the school quickly.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment, particularly in key stage 2 and in mathematics, by ensuring that:
 - assessment information is used consistently well to provide pupils with challenging work that builds effectively on what they already know and can do, especially for the most able
 - teachers' expectations, especially of the presentation of pupils' work, are consistently high
 - pupils are provided with good opportunities to use and apply their mathematical skills across the curriculum subjects and to think deeply
 - pupils read a wider range of children's literature and their reading books are challenging.
- Improve the effectiveness of leadership and management by making sure that:
 - leaders' checks on the quality of teaching are carried out regularly, clearly evaluate the impact of teaching on pupils' learning and pinpoint where further improvements in teaching are needed
 - plans for improvement are precise so that leaders and governors can accurately measure and evaluate the impact of intended actions on pupils' outcomes
 - the most effective teaching practice across the school is shared more widely among staff.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not maintained the good quality of education reported at the time of the previous inspection. Pupils do not make good progress in key stage 2, especially in mathematics. Leaders' actions to reverse the decline are paying off. There are some clear signs of success, especially in the early years and in pupils' achievement in writing. However, leaders are yet to ensure that, in key stage 2, teaching is consistently good and that pupils achieve well. Achievement in mathematics is still too low. As a result, leadership and management require improvement.
- The leadership of teaching requires improvement. Leaders' checks on the quality of teaching, learning and assessment are not undertaken often enough. The checks that are completed do not focus sufficiently on the impact of teaching on pupils' learning. As a result, necessary improvements to teaching are not always identified and remedied swiftly.
- Leaders' plans for school improvement focus on the correct priorities and show their ambition for bringing about improvement. Governors and teachers share in this ambition. However, plans for improvement are not precise enough for leaders and governors to be able to accurately measure and evaluate the impact of intended actions on pupils' outcomes.
- Middle leaders are committed in taking a shared responsibility for improving pupils' outcomes. They have recognised gaps in pupils' learning in writing and reading. Their work across school has resulted in pupils making stronger progress, especially in writing. Pupils now read regularly at home and school.
- Arrangements to manage the performance of staff are in place. Targets for teachers are closely linked to whole-school priorities and pupils' outcomes. Staff access regular training and development to help them improve their practice. However, leaders have not used the most effective practice in the school as a means of improving the overall quality of teaching.
- The curriculum contains all that it should. Leaders and teachers take pupils' interests into account when planning curriculum content. This has helped to inspire pupils in their learning, for instance learning about the local area and space. Educational visits help to broaden pupils' horizons and stimulate first-hand learning experiences. Annual visits to London to meet an MP helped to support pupils' knowledge of democracy. Pupils' cultural development is a clear strength of the school. Pupils are taught about other faiths and cultures in a respectful way. Pupils enjoy visits to different places of worship. These experiences help pupils to be well prepared for life in modern Britain.
- Leaders have carefully assessed the barriers to learning faced by disadvantaged pupils. They have used the pupil premium funding to good effect to overcome these. This has had a positive impact on improving both pupils' attendance and their progress.
- The physical education and sport premium funding is used well. A sports coach works effectively alongside teachers to improve their teaching. Pupils are keen to engage in a wide range of sporting activities, including football, orienteering and running.

- The school has welcomed support from the local authority. It has visited the school regularly, helping leaders to identify key priorities. Effective partnerships with other local schools have had a positive impact on improving teacher assessment of writing. Achievement in writing has improved considerably.
- The vast majority of parents have positive views of the school and the support and care given to their children. Parents typically comment that 'all staff at the school care about every child.'

Governance of the school

- Since the previous inspection, the governing body has been strengthened. Governors have conducted an annual skills audit to ensure that they have the right blend of skills to support and challenge the school. They have not been afraid to make brave decisions about staffing and apportioning funding to help improve standards.
- Governors are committed to the school and show a desire to improve. They provide support and challenge through regular visits to the school. Governors understand how well the school is achieving in comparison with other schools nationally. They are aware that challenges are ahead in improving progress in mathematics, particularly for most-able pupils.
- Governors are aware of how the additional funding is spent. For example, they understand the impact this is having on improving teachers' delivery of physical education lessons and increasing pupils' participation in sports. Governors have a clear view of how the pupil premium funding is used and the difference it is making.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher, who is the designated leader for safeguarding, has made sure that procedures are in place to keep pupils safe and happy. Modifications have been made to the school site, including improvement to security systems and access to the school.
- Leaders place a high priority on keeping staff well informed with regular updates. Policies and procedures for keeping pupils safe are fully in place and understood by staff. The headteacher has ensured that staff and governors have access to regular and bespoke training. As a result, staff understand what to do if a concern is raised.

Quality of teaching, learning and assessment

Requires improvement

- Teaching in key stage 2 is not consistently good. Pupils, especially the most able, do not make good enough progress between Years 3 and 6. The teaching of mathematics in particular requires improvement.
- Teachers do not use assessment information consistently well to build effectively on what pupils already know and can do. Work for the most able pupils often lacks challenge. They spend too much time working on tasks that they can already do. This hinders their progress, especially in mathematics.

- Teachers' expectations of what pupils can achieve vary and in some cases, such as in pupils' presentation of their work, are too low. Some pupils do not take enough pride in their work. Work in some pupils' books is untidy and falls short of the school's guidelines for presentation of work. Teachers do not insist on high standards and accept untidy work too readily.
- The teaching of mathematics is not consistently good. Some pupils are provided with good opportunities to get to grips with solving tricky mathematical problems. For example, a group of most-able pupils applied their calculation skills well to find the cheapest cost of trainers. However, activities can be too repetitive. Pupils are not encouraged to think deeply enough or provided with opportunities to use and apply their mathematical skills across the subjects of the curriculum.
- The teaching of phonics is increasingly effective. Reading is promoted well overall. Pupils are encouraged to read regularly at school and at home. Pupils of all abilities are motivated to read and are rewarded for doing so. While pupils read well and enjoy the books on offer, their knowledge of children's literature requires improvement. Pupils do not have enough opportunity to read challenging texts and this prevents them from reaching the higher standards in reading of which they are capable.
- Across the school, most pupils show good attitudes to learning. Relationships are very positive. Pupils enjoy lessons and respond enthusiastically to teachers' questions and the feedback they receive. Pupils are encouraged to improve their spelling and make corrections. Teachers are quick to address misconceptions when they occur. Older pupils enjoy the challenge of assessing their own work and that of their peers.
- Teachers and teaching assistants work closely together to ensure that pupils who need it receive additional support. Teaching assistants provide sensitive support. They ensure that resources are used effectively, assist pupils' understanding and encourage independence in learning. Pupils who have SEN and/or disabilities are well supported.
- Teaching in the early years is good. Children get off to a good start to learning. In key stage 1, teaching has been strengthened. Inspection evidence shows that in Years 1 and 2, pupils are now doing well. The quality of teaching in key stage 2 remains too variable.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say that they feel safe and happy in school. They understand the different forms of bullying and why it is hurtful. Pupils say that there is little bullying in the school and, should it occur, they have absolute confidence in adults to deal with this swiftly.
- The school provides ample opportunities that support personal development. Older pupils enjoy residential visits which support their geography and social development.
- Pupils have a good understanding of the importance of regular exercise and a healthy diet. Pupils enjoy the vast array of activities on offer to help keep them fit and healthy.

Behaviour

- The behaviour of pupils is good. The school's core values help to instil good manners in pupils. Pupils have a healthy respect for each other and show a mature understanding of right and wrong.
- Pupils' behaviour around the school is calm and this results in an orderly learning environment.
- Break times are happy and harmonious occasions. Pupils cooperate sensibly with each other, enjoy each other's company and they play well together.
- Most pupils have good attitudes to learning. As a result, they try their best in all that they do. On some occasions, some pupils lose focus and attention wanders, but this does not generally distract other pupils from learning.
- Pupils enjoy coming to school. This is reflected in their above-average attendance. One pupil summed it up by saying, 'Everyone is friendly and cheers you up when you are sad.'

Outcomes for pupils

Requires improvement

- Over time, pupils have not made consistently good progress from their previous starting points in reading, writing and mathematics. This is particularly the case in key stage 2 and for the most able pupils. Pupils do not reach the standards they are capable of by the end of Year 6 as a result.
- In 2016, standards in reading, writing and mathematics at the end of key stage 2 were lower than average. Pupils' progress was also too slow in each of these subjects. Pupils' achievement fell below the government's minimum standard. Leaders responded swiftly to address these disappointing outcomes. In Year 6 in 2017, pupils' progress in reading and writing improved considerably and was in line with the provisional national average. However, progress in mathematics did not improve to the same extent and remains too slow.
- The current most able pupils in school do not achieve well. Not enough attention and support is given to ensure that they are well challenged in their learning, especially in mathematics and in key stage 2.
- At the end of Year 2 in 2016, standards were below average, especially in writing. Pupils did not make good progress from their previous starting points. Provisional results from Year 2 assessments in 2017 indicate that standards have risen and were broadly average in reading, writing and mathematics. Inspection evidence shows that currently in key stage 1, pupils are making good progress. Expectations of what pupils can achieve have risen. Teaching has been strengthened.
- Writing is given high priority in the school. Achievement in writing in both key stage 1 and key stage 2 is improving. Teachers now have a common understanding of the expected standards in writing. Good-quality work is reinforced and celebrated. Provisional results show that an above-average proportion of pupils reached the higher standards of attainment at the end of Year 6 in 2017.

- In recent years, outcomes in the Year 1 phonics screening check have varied considerably. In 2016, a much higher than average proportion of pupils reached the standard. However, results in 2017 fell and were average. Teaching of phonics is now effective, helping pupils to read unfamiliar words. Pupils apply their phonic skills well when writing independently. For older pupils, however, achievement in reading lags behind that of writing. Pupils' knowledge of different authors is too limited. They sometimes read books that do not challenge them to achieve highly. Fewer pupils reach the higher standards of attainment in reading than do so in writing.
- The school's few disadvantaged pupils achieve well. Leaders ensure that these pupils receive effective support, and they are currently making good progress. Pupils who have SEN and/or disabilities are also well supported and are making strong gains in their learning. Timely interventions help these pupils to improve in their reading and number skills at a good rate.
- Pupils achieve well in art. For example, artwork inspired by David Hockney broadens pupils' knowledge and interest in different artists. As a result, art work is of a good quality and is eye-catching.

Early years provision

Good

- Children with different starting points make good progress, and most children achieve a good level of development. The proportion of children achieving a good level of development in 2017 was broadly in line with the national average. Current children, including the small numbers who are disadvantaged, make good progress in their phonics and apply this to early writing skills such as letter formation.
- The newly appointed early years leader and teaching assistant know their children very well. They understand children's individual learning needs. Following a dip in boys' performance in 2017, inspection evidence shows that current boys are making stronger progress.
- The early years leader has produced an action plan which closely mirrors the priorities seen in the main school development plan to improve children's writing skills and number. Current children are making good progress in their counting and using their phonic knowledge to write words. Children enjoyed the real-life challenge of writing describing words to add colour to a Bonfire Night poem.
- Staff gather a wide range of evidence in children's learning journeys. They monitor children's progress in the different areas of learning and plan well-designed activities, which build on their prior learning.
- Children's behaviour is good. Expectations for behaviour and routines are well established. This means that children are ready to learn and are fully attentive. Children play safely and sensibly alongside each other. For example, boys and girls worked well together outside to build a rocket, which reinforced careful counting skills.
- Parents have regular access to learning journeys. They are encouraged to contribute and record their children's learning out of school. Parents who spoke with the inspector said that they are pleased with the caring environment afforded to their children.

- Welfare requirements are met. Whole-school policies are closely followed, which ensures that children are safe and well cared for.

School details

Unique reference number	121599
Local authority	North Yorkshire
Inspection number	10037734

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	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Jane Ellis
Headteacher	Sarah Peel
Telephone number	01756 749433
Website	www.gargrave.n-yorks.sch.uk/
Email address	headteacher@gargrave.n-yorks.sch.uk
Date of previous inspection	22 January 2013

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 who have SEN and/or disabilities is below that seen nationally. An average proportion of these pupils have an education, health and care plan.
- The proportion of pupils who are known to be eligible for support through the pupil premium is below the national average.
- In 2016, the school did not meet the government's floor standards, which are the minimum expectations for pupils' attainment and progress in English and Mathematics.
- The school provides out-of-school care in the form of a before- and after-school club.

- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspector gathered a range of evidence to judge the quality of teaching, learning and assessment. The inspector visited all classes alongside the headteacher.
- The inspector looked at a range of pupils' work across the curriculum. For English and mathematics, this scrutiny of work took place alongside the headteacher.
- The inspector examined a wide range of documentation, including information regarding safeguarding, school self-evaluation, plans for improvement, information about the performance management of teachers and documents relating to pupils' attainment and progress.
- Meetings took place with the headteacher, middle leaders, administration staff, members of the governing body, a representative from the local authority and a group of pupils.
- The inspector listened to pupils read.
- The inspector considered the 24 responses to the Parent View survey and nine free-text responses. The inspector spoke with parents at the start of the school day.

Inspection team

Brian Stillings, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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