

# Crayke Church of England Primary School

Easingwold Road, Crayke, North Yorkshire, YO61 4TZ

**Inspection dates** 23–24 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
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.

- Pupils achieve exceptionally well in reading, writing and mathematics from broadly average starting points.
- Attainment is consistently high by the end of Year 6. Typically, pupils are nearly two years ahead of the average for their age group.
- The school was in the top 3% nationally in 2011 for adding value to pupils' learning in English. Similar levels of achievement have been maintained in 2012.
- Teaching is outstanding. Lessons are lively, interesting and fun. Pupils learn a lot in a short time. Marking is excellent.
- Mathematics lessons, although very active and practical, do not always give younger pupils enough challenges and problems to solve, unlike those for older pupils.
- Behaviour is exemplary. Pupils are busy, happy learners who behave sensibly and responsibly.
- Pupils feel safe. They enjoy coming to school because the curriculum engages and inspires them.
- Attendance is above average.
- The school is extremely well led and managed. Very efficient systems mean that the school runs smoothly, even when the headteacher is teaching.
- This school continues to get better because of strong leadership of teaching.
- Members of the governing body support and challenge in equal measure, contributing to the school's high standards.
- The school is excellent at catering for individual needs.

## Information about this inspection

- The inspector observed 11 lessons or parts of lessons taught by five teachers, including the headteacher, and also by teaching assistants.
- She listened to four groups of children read from Years 1, 2, 4 and 6.
- A group of Year 6 pupils showed the inspector the work they had done in English and mathematics since the start of term. They talked to her about the books they were currently reading and discussed their favourite authors.
- The inspector looked at the work some of the pupils had done in their English, mathematics, science, history and religious education books since the start of the term.
- The inspector held meetings with staff, the Chair of the Governing Body and a group of Year 6 pupils. She had a telephone conversation with a member of the local authority.
- She looked at a wide range of documentation including information relating to safeguarding, school improvement and pupils' progress.
- The inspector took account of parents' views in the online questionnaire (Parent View), in letters written to her directly and in telephone calls. These represent the views of two thirds of parents.

## Inspection team

Lesley Clark, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are White British. A few come from minority ethnic groups.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is also broadly average.
- A below average proportion is known to be eligible for the pupil premium.
- The headteacher started in April 2011 following a term when the school was led and managed by the senior teacher.
- The school meets the government's current floor target, which sets the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Extend the practical and active approaches to learning to include teaching mathematics through investigation and problem-solving from an early age.

## Inspection judgements

### The achievement of pupils is outstanding

- This school clearly shows that over time it promotes equality of opportunity and tackles discrimination outstandingly well. There are no gaps between the performance of pupils who are known to be eligible for the pupil premium and other pupils.
- The vast majority of parents are pleased with the progress their children make.
- Almost all pupils, including those with special educational needs, reach the nationally expected Level 4 in English and mathematics by the end of Year 6.
- Typically, around three quarters of pupils reach the higher Level 5 in reading and writing and two thirds in mathematics. Evidence shows that each year a few more pupils reach the higher levels than previously.
- Achievement is excellent for all groups of pupils. This is because the school caters exceptionally well for pupils of differing needs and abilities. The most-able pupils make rapid progress. They agree, 'The teachers challenge us. The work is at the perfect level. It really makes you think.'
- Pupils with special educational needs make excellent progress because staff are exceptionally well trained in the very different interventions pupils require to help them to learn to the best of their ability.
- Children in the Reception Year make rapid progress from generally average starting points. They work independently, make choices and develop into confident, self-reliant young people with good communication and early literacy skills.
- Pupils read exceptionally fluently and expressively for their age. Older pupils say, 'We read everything! We have bookshelves with really good books.' This is true of every classroom.
- Pupils develop a love of reading because they read every day and their teachers read to them. Average and the more-able pupils in Years 3 and 4 skim read for information, explaining, 'It means you catch key information as you look through.'
- Writing is high quality. Younger pupils form their letters well and write accurate sentences. By Years 3 and 4, pupils take notes competently and use them to write reports. Pupils in Years 5 and 6 develop an individual writing style and use semi-colons, dashes and brackets to good effect. The following example of an arresting opening is typical: 'Rumour has it that every Halloween night at twelve o'clock bats go and collect pupils to make aniseed balls.'
- Pupils reach high standards in mathematics by the end of Year 6. They calculate quickly and accurately mentally, have an excellent grasp of decimals and calculate the area of complex shapes. They delight in setting each other 'mean challenges', testing their skills to the full.
- Much of the work pupils do in mathematics is active and practical. In most lessons, older pupils work in groups, solving problems and working out strategies to tackle them. Younger pupils' progress accelerates when, for instance, they set up a shop, pricing articles in multiples of 10p. They quickly understood the value of counting in tens. Progress slows when they are less actively engaged.

### The quality of teaching is outstanding

- Teachers have extremely good subject knowledge in a wide range of subjects. Pupils are extremely enthusiastic learners because their teachers clearly enjoy what they teach.
- Highly effective teaching techniques include: questioning that requires an extended answer; exciting first-hand experiences; drama; and games. Pupils say, 'We have lots of fun mental maths games but they are also educational.'
- Lessons are well thought out to challenge the most-able pupils and to support those who need help. Pupils know exactly what they have to do because teachers tell them what they 'must' 'should' and 'could' learn in the lesson. This gives all ability groups a mixture of structure and challenge.

- Lessons are fast-paced because pupils work independently for much of the time. Teachers expect pupils to research information; use laptops extensively; talk to each other; discuss ideas and ask questions.
- Teachers are adept at setting pupils tasks and activities that involve them using and applying newly learnt literacy and numeracy skills. Sometimes teachers hold back some younger pupils' learning in mathematics by not setting them enough challenging, problem-solving activities so they learn through investigation.
- High quality teaching assistants give first rate support to pupils' learning. This ranges from one-to-one tuition for pupils with specific learning needs to support for groups who need a bit of extra help. The impact is seen in the fast rates of progress for all groups of pupils, including those with special educational needs.
- Marking is excellent in all subjects. It encourages pupils but also makes quite clear what they need to do to improve their work. For example, teachers suggested using 'boomed' instead of 'said' to enliven a piece of writing. Pupils are involved in this process too, setting their own targets in mathematics, for instance.

### **The behaviour and safety of pupils** are outstanding

- Behaviour is exemplary in lessons and around school. Lunchtimes and break times are happy, energetic occasions when pupils of different ages play together.
- Over 90% of pupils stay to school lunches because it is a family-like occasion. Older pupils serve the food to younger ones on their table who strive to be equally grown-up. Sitting at the 'fine diners', laid with tablecloth and napkins, is a special treat that has to be earned.
- Pupils listen attentively in lessons. They discuss and work together exceptionally well, poring over large sheets of paper, for example, mapping out ideas and talking earnestly all the while as they come to a joint decision.
- Pupils are sensible, responsible and caring young people. They believe in 'fair trade' and that individuals can make a difference.
- They respect each other and enjoy, 'lessons that make you think about moral dilemmas. There's never any right or wrong answers.' Their spiritual, moral, social and cultural development is excellent as a result.
- Safety is first rate. Pupils know about different dangers such as cyber-bullying or those associated with drug misuse or smoking. They are absolutely sure they are safe in school.
- 'We are never afraid of people bullying us. Everyone is friendly and we get on with each other.' They explained, 'The school takes very low-level bullying extremely seriously and so it doesn't happen.'
- Pupils were adamant that there is no racism or homophobia. The school's records confirm this to be the case.

### **The leadership and management** are outstanding

- The school has built on its previous strengths identified in the last inspection. In 18 months, the headteacher has injected new life into the curriculum by using first-hand experiences such as educational visits involving role play as the starting point for topics such as The Tudors.
- Her focus, to accelerate rates of progress in years other than Years 2 and 6, has been achieved by introducing very efficient systems to check progress each half term. Information is shared at an early stage with parents. In addition, she has developed more extensive outdoor learning for Reception and Key Stage 1. The impact is seen in rising standards of attainment and excellent rates of progress across the school.
- A key strength is the leadership of teaching. Through introducing a culture of observing each other teach, as well as observing specific aspects such as guided reading lessons, staff

confidence has grown.

- The strong focus on progress in lessons and over time, with clear ways to measure improvement, including making pupils aware of how well they are doing, has resulted in highly effective lessons and pupils' high achievement.
- The staff work together very well as a team. This team approach is seen in the increased level of professional development and high-level training that has taken place over the past 18 months to ensure that pupils' diverse and often very individual needs are met.
- Performance management is well organised to meet the needs of staff and the school. Targets are linked to the school development plan, pupils' progress and professional development. These, and staff responsibilities, reflect the pay scale awarded.
- Pupil-premium money is used extremely well to make sure that those who need help to close potential gaps in their learning receive timely assistance. Their achievement is outstanding.
- The local authority initially gave half-termly support to the headteacher as it is her first headship. This changed, however, as it was clear that the leadership team, supported by the governing body, was ably driving school improvement. The local authority now gives this excellent school light touch support.
- **The governance of the school:**
  - Members of the governing body know exactly what happens in school because they visit regularly, accompany the headteacher into lessons and check pupils' progress. They make sure that staff and pupils are safe and that the premises are free from hazards. Governors have been proactive in organising further training for themselves and other local schools with regard to performance management.

## 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

<b>Unique reference number</b>	121484
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	403465

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lesley Hartley
<b>Headteacher</b>	Gail Brown
<b>Date of previous school inspection</b>	13 May 2008
<b>Telephone number</b>	01347 821767
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