

Stakesby Community Primary School

Inspection report

Unique Reference Number	121353
Local authority	North Yorkshire
Inspection number	380218
Inspection dates	18–19 April 2012
Lead inspector	Gordon Potter

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	277
Appropriate authority	The governing body
Chair	Jane Kenyon
Headteacher	Roy Gunning
Date of previous school inspection	29 April 2009
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Introduction

Inspection team

Gordon Potter
Jan Lomas
Graeme Clarke

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 28 lessons taught by 10 teachers, including joint observations of several classes with the headteacher and deputy headteacher. The inspectors held meetings with representatives of the governing body, staff, pupils, parents and carers, and spoke to the school's local authority education development adviser. The inspectors observed the school's work and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data, and monitoring records. They also scrutinised the 113 questionnaires returned by parents and carers as well as questionnaires from pupils and 14 staff. The inspection team took account of the online Parent View survey in planning the inspection.

Information about the school

This school is larger than the average-sized primary school. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is below average. The school has Healthy Schools and Green Flag ECO School status. The school meets the government's current floor standard, which sets out the minimum expectation for attainment and progress.

Over recent years there have been many changes to staffing. During the inspection, almost all Year 6 pupils were on a residential visit with their class teachers.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. It encourages pupils to behave very well and to have above-average attendance. It is not yet a good school because, while there is some good teaching which challenges pupils and helps them make good progress, teaching and progress are inconsistent across the school. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory. Attainment is, typically, broadly average at the end of Year 6. Some pupils currently in Key Stage 2 have attainment which is below average, but have made satisfactory progress from their below-expected starting points. Pupils in the Early Years Foundation Stage and Key Stage 1 are making good progress and their attainment is improving well so that it is usually average by the end of Year 2.
- Teaching is satisfactory overall. In good lessons, teachers engage pupils in challenging activities and allow them to work together and apply their skills. Occasionally, teachers have an over-reliance on worksheets and spend too much time checking what pupils have learned at the expense of pupils getting on with activities independently. Teachers do not always give pupils short-term targets that will help them take the next steps in their learning.
- Behaviour is good. Pupils say they feel very safe in school. They enjoy school and say that misbehaviour is uncommon, although when it does occur it is dealt with effectively by their teachers.
- Leadership and management are satisfactory. The headteacher has introduced a range of initiatives, which have improved teaching and the rates at which pupils make progress. Leaders and managers evaluate the school's strengths and weaknesses accurately and use the outcomes increasingly effectively to target further improvements. They have accurate data to measure attainment and progress. However, such data are not always used well enough to ensure that work is matched to the learning needs of individual pupils well. The

governing body supports senior leaders well and offers increasingly robust challenge.

What does the school need to do to improve further?

- Improve teaching to good by the summer of 2013, so increasing the rates at which pupils make progress and raising attainment, by providing pupils with more opportunities in lessons to work independently or together in a range of open-ended, investigative activities, which develop independence, confidence and organisational skills.
- Use assessment information more rigorously to ensure that:
 - all work is matched accurately to the needs of individual pupils
 - all pupils have clear short-term targets which will help them understand how to take the next steps in their learning.

Main Report

Achievement of pupils

Pupils enjoy lessons particularly when they are actively engaged in finding things out for themselves and respond positively to challenging activities. They are hard-working and keen to give of their best. They respond well to good teaching that stimulates their learning. For example, pupils in Years 1 and 2 were engaged in talking and writing together to share ideas about the books they were reading. Skilful teaching helped them to understand what made the stories interesting and how the authors had used language to describe characters and settings.

Outcomes for children in the Early Years Foundation Stage are good and the children make good progress from their starting points, which are below national expectations. Attainment at the end of Year 2 is typically below average, but the attainment of pupils currently in Year 2 is average and they have made good progress from their starting points as a result of improved teaching in Key Stage 1. Attainment in reading by the end of Key Stage 1 is typically below average and, by the time pupils leave school in Year 6, it is average. Disabled pupils and those who have special educational needs make good progress because the school identifies their needs accurately and provides highly effective support and teaching through the use of highly skilled teaching assistants and teachers.

Most parents and carers believe their children are making good progress. Inspection findings were that pupils make satisfactory progress overall, although it is increasingly stronger in Key Stage 1. Where teaching is clearly focused and offers pupils opportunities to engage with tasks which are at the correct level of challenge, they make good progress. This was less evident in some lessons in both key stages when less-demanding activities caused progress to slow.

Quality of teaching

Most parents and carers believe that pupils are taught well. Inspection evidence confirms that this is increasingly the case, although teaching is inconsistent across the school. In the best lessons, teachers explain clearly to pupils what they will learn and how they will know if they have succeeded. They plan effective opportunities for pupils to learn through practical activities, including research, role play, games and investigations. Teachers use questions well to check what pupils know already and the progress they are making. There are strong relationships and teachers and teaching assistants interact well with pupils to support them in their learning. Disabled pupils and those with special educational needs are taught well because their needs are clearly identified and skilful interventions enable them to access activities, both individually and with their peers. In English lessons across school, teaching focuses effectively on extending pupils' writing skills. Teachers use games, work in other subjects, newspapers, stories and drama techniques to stimulate imagination and ideas for writing. There are also opportunities in mathematics for pupils to engage with challenging, open-ended activities. For example, more-able pupils in Years 3 and 4 were challenged to use their numeracy skills to plan a celebration for the Olympic Games. However, not all pupils have this opportunity and occasionally teachers provide too much direction, which impedes pupils' initiative and development as independent learners. Marking is used to tell pupils the level of their work and how to improve it, although this is inconsistent across school in the extent to which teachers give clear, short-term targets for improvement.

In the Early Years Foundation Stage a range of engaging activities, including role play and puppet shows to explore *Jack and the Beanstalk*, captures children's imagination, allows them to investigate for themselves and moves their learning on quickly. There is effective teaching of linking sounds and letters so that children make good progress in reading and writing. There is effective and imaginative use of the outdoor area, which stimulates children's creativity and physical development, although some recent changes mean that children in the Nursery class have limited access to the outdoor area.

The impact of the planned curriculum is satisfactory overall. There are regular opportunities for pupils to write at length and these have helped increase rates of progress in English. However, there are too few activities which help pupils to see the links between subjects and to develop and apply important skills, including solving problems, teamwork and research. Work on topics such as the Ancient Greeks and the local environment, including research into the town's illustrious history, develops pupils' understanding of local history and geography. Work in the school's excellent garden and wildlife areas develops pupils' scientific, artistic and creative skills, as well as their understanding of environmental issues. There are many opportunities to paint, sing and play music. There is a less clear emphasis on other faiths and cultures, so that the overall impact of teaching on spiritual, moral, social and cultural development is satisfactory.

Behaviour and safety of pupils

Pupils enjoy school. They are extremely polite to adults and highly respectful of each other and their school surroundings. Most parents and carers responding to the

inspection questionnaires agree that, overall, there is a good standard of behaviour at the school. However, a few parents and carers express some concerns about behaviour in lessons. Good behaviour was evident in lessons observed during the inspection and around the school. The inspectors analysed the school's records of behaviour over time and talked to many pupils during lessons, at break times and more formally in group discussions. Pupils are aware of different forms of bullying and say that cyber-bullying or racism, in particular, are uncommon. They say that behaviour is good in their lessons and that behaviour strategies are used effectively, so that the few pupils who find managing their own behaviour difficult respond well to a consistent approach and clear guidance. They feel safe and know that older pupils, as well as the teachers and other adults in school, will help with any problems if they arise. Attendance is above average. The school council and the 'ECO warriors' work very hard on behalf of other pupils. They are particularly proud of the actions they have initiated to improve aspects of school life, including improvements to the playground and the development of the school environment, and the money they raise for charities.

Leadership and management

The headteacher is committed to driving school improvement. He has implemented a range of strategies, which have proved successful because rigorous monitoring and self-evaluation have meant that refinements have been made to consolidate their impact. The school has initiated key strategies that are improving teaching, progress and attainment and has the capacity for further improvement. Other leaders and teachers are increasingly confident and skilled to contribute to the implementation of these strategies. Well-targeted professional development and the sharing of good practice have enabled the delegation of responsibilities to be more widespread and more effective. The school has rigorous procedures to analyse pupils' attainment and progress. They enable the swift identification of groups and individuals who need additional support to close any gaps in their learning. However, such data are not used consistently well to plan work that is accurately matched to the learning needs of individual pupils in all lessons. Robust analysis ensures that the school has a clear understanding of its strengths and where it could improve further.

The school is particularly proud of its commitment to an inclusive ethos and has effective systems for promoting equality of opportunities for all pupils to be successful. It tackles discrimination firmly. Safeguarding procedures meet the current government requirements. The school has a range of effective partnerships, for example to provide opportunities in music and sport, and to support pupils who have a range of learning, emotional and behavioural needs and their families. Members of the governing body are highly supportive of the school. Many governors are new to the role, but they have rapidly developed an understanding of the school's strengths and weaknesses and offer satisfactory challenge.

The school provides an appropriate curriculum that has a strong focus on developing basic skills in English, mathematics, and the use of technology, and good procedures to develop writing skills in other areas of the curriculum. Across the school, there is a coherent and systematic approach to teaching reading, with a balanced emphasis on letters and sounds, comprehension and, as pupils become more proficient, opportunities to analyse character and authors' use of language and plot. The

curriculum promotes pupils' spiritual, moral, social and cultural development through well-planned enrichment activities, including visits to residential centres and museums, and visits from coaches, artists and writers. These help to develop pupils' clear understanding of their own culture. There are many popular extra-curricular clubs which promote learning and enjoyment in sporting, music, artistic and environmental activities.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Type of school	Outstanding	Type of school
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 April 2012

Dear Pupils

Inspection of Stakesby Community Primary School, Whitby, YO21 1HY

Thank you for making us so welcome when we inspected your school. We, particularly, enjoyed talking to you about your school and your work and reading your views in the questionnaires some of you filled in. We were impressed with your good behaviour and by your politeness and the care you show for one another. We also enjoyed your singing and your artwork. Your school takes good care of you so that you feel very safe in school. Most of you attend school very regularly – well done!

You go to a satisfactory school and your headteacher and the governing body know how to make it better. Your teachers make your lessons fun, especially when you learn and explore and investigate together. You told me that you look forward to coming to school because you like your teachers, lessons where you are actively engaged, lunchtime and after-school clubs, and visits. Your parents and carers like the school very much.

In order to help you reach higher standards and make faster progress, I am asking your teachers to improve teaching so that:

- you always have enough opportunities to find things out for yourselves and then use what you have learned to improve your skills
- you have clear targets that will help you take the next steps in your learning
- all the information that teachers have about how well you are doing is used to plan work that is at the right level for all of you.

You can help by continuing to do your best and continuing to attend regularly. I wish you every success in the future.

Yours sincerely

Gordon Potter
Lead Inspector

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