

Stokesley Community Primary School

No 5 Springfield, Stokesley, Middlesbrough, North Yorkshire, TS9 5EW

Inspection dates 3–4 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards in English and mathematics are not yet as high as they should be.
- The quality of teaching is not consistently good across the school and, as a result, pupils' rates of progress are slower than they should be.
- Teachers do not always plan lessons that meet the needs of all pupils, especially the least able, who, as a result, do not always make enough progress.
- Planning in the Early Years Foundation Stage is not shared well enough between all the adults and best use is not made of the outdoor learning area.
- Some pupils do not attend school often enough and as result behaviour and safety requires improvement.
- The pace of change, as a result of actions taken by leaders to improve the achievement of pupils and the quality of teaching, has not been fast enough.
- Middle leaders are new to their roles and do not have the skills to implement plans for improvement rapidly enough.

The school has the following strengths

- The headteacher, senior leaders and the governors know the school well. They have introduced a range of initiatives which are beginning to result in improvements to the progress of pupils, the quality of teaching and the pupils' behaviour.
- Progress in reading and mathematics is improving and beginning to accelerate and the achievement of the most-able students is good in reading and in mathematics.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are well mannered and take on roles of responsibility willingly.
- Most pupils behave well and feel safe.

Information about this inspection

- Inspectors observed teaching in 19 lessons, two of which were joint observations with the headteacher and deputy headteacher. Inspectors also heard pupils read in Year 2 and Year 6.
- They took account of 47 responses to the Ofsted on-line questionnaire (Parent View) and 30 questionnaires completed by the staff.
- Inspectors held meetings with members of the school council and pupils from Years 5 and 6, and talked informally with pupils at break times and lunch times. They also had discussions with two members of the governing body and a representative of the local authority. They held meetings with leaders with other responsibilities, including the special educational needs coordinator, the leader of numeracy and the leaders with temporary responsibility for the Early Years Foundation Stage.
- Inspectors observed the school at work and looked at a range of documentation, including internal and external information relating to pupils' progress, pupils' workbooks, school improvement planning and the school's procedures for gaining an accurate view of its own performance. They also considered reports written by the local authority, documents relating to the management of teachers' performance, minutes of governing body meetings and safeguarding and child-protection documents.

Inspection team

Peter Eeva, Lead inspector

Additional Inspector

John Pattinson

Additional Inspector

Lesley Richardson

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported by school action plus or by a statement of special educational needs is average.
- The proportion of pupils supported by the pupil premium (the pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority) is average.
- The proportion of pupils from the Gypsy Roma Traveller minority ethnic group is above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection, there has been a period of significant changes in staffing and in the previous year there were six newly qualified teachers in the school.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or better across the school and hence increase the rate of progress for all groups of pupils, but especially the least able and those supported by the pupil premium, by:
 - making sure that teachers plan lessons that meets the needs of all pupils
 - ensuring that pupils have a greater range of practical activities to help them learn
 - providing more opportunities for pupils to learn on their own
 - providing more exciting first-hand experiences for pupils to write about and giving pupils a wider range of audiences and purposes to write for
 - providing more opportunities for pupils to apply their mathematical skills to real-life and problem-solving situations.
- Develop good practice in the Early Years Foundation Stage which meets the needs of all children by:
 - organising planning in a way which will identify purposeful activities, especially those initiated by children, which engage them in learning
 - making better use of the outdoor learning area so that children have more opportunities to be involved in all areas of learning
 - making sure that all adults are involved in planning activities so that all staff have the same clear picture of what children should learn.
- Work closely with parents to improve the attendance of pupils who miss school too often.
- Improve leadership and management by developing the role of middle leaders in order to accelerate the rate of improvement resulting from the plans senior leaders have put in place to improve the achievement of pupils, the quality of teaching and the behaviour and safety of pupils.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because standards in English and mathematics and particularly writing, although improving, are not high enough. Teaching does not consistently enable pupils, especially the least able, to make at least good progress from their broadly average starting points at the beginning of the Early Years Foundation Stage.
- Improvements in the progress in writing have not been as rapid because pupils do not have enough first-hand experiences to write for a range of audiences or different purposes.
- Lesson observations and scrutiny of work show pupils' basic computational skills are improving. However, their ability to apply these skills to real-life or problem-solving activities are still underdeveloped.
- Most children start school with standards that are typical for their age. They make progress at a similar rate to that expected. By the end of Year 6, the standards reached in reading and mathematics are broadly average and slightly below average in writing. Too few pupils make more than the expected rate of progress and so achievement requires improvement.
- Attainment and progress of pupils in the most recent cohort were lower than normal because a significant number of pupils did not attend school often enough or had significant learning difficulties which prevented them from learning as much as they should. Evidence gathered during the inspection shows that this is not typical and that there is a trend of improvement in both progress and attainment in English and mathematics.
- Achievement in recent years has been lower in English and mathematics and particularly for the least-able pupils most of whom are eligible for support from the pupil premium. Senior leaders have recognised this and have put measures in place to improve the rate of progress and the benefits are emerging. Progress for the more-able pupils is good.
- Leaders now use data to track pupils' achievement. They use effective systems to check on pupils' progress throughout the school and, as a result, the school can now quickly identify any gaps in pupils' knowledge and skills. Individual pupil's learning is now being boosted by timely support.
- Disabled pupils and those with special educational needs make similar progress to, and often better than, their peers. They are well supported by staff who have a detailed knowledge of their needs and can put in place effective interventions to meet their individual needs. Teaching assistants provide high quality support when it is needed, both in class and in small groups and one-to-one sessions.
- Pupil premium funding is used to support those pupils eligible for such funding and although their progress is slower than other pupils in the school it is improving. However, gaps in performance remain in English and mathematics and these pupils, including those known to be eligible for free school meals are too wide being approximately one year behind their peers in both English and mathematics.
- Pupils from the Gypsy Roma Traveller minority ethnic group make good progress while they are in school, but frequent absences mean that overall standards for this group of pupils are below average.

The quality of teaching

requires improvement

- Teaching requires improvement because teachers do not always meet the needs of some pupils, especially the least able, sufficiently well. As a result, these pupils do not fully understand concepts and ideas or consolidate their skills before moving on to new learning and so do not make good progress. As a result, there are still gaps in achievement between these pupils and others in the school.
- Planning for teaching in the Early Years Foundation Stage is not shared widely enough between all the adults involved. As a result, there is not a clear understanding of what children should

learn, especially in child-initiated activities. The outdoor learning areas are not used sufficiently well to promote learning in all areas.

- Pupils develop good skills in reading and computational skills in mathematics and practise their reading and mathematical skills in other subjects. However, pupils do not have enough exciting first-hand experiences to write about and so their skills in writing do not develop as quickly as they should. There is insufficient attention to real-life applications in mathematics.
- Teaching is improving and capturing pupils' interest more. There are examples of good teaching and the school's own information suggests that this is becoming more frequent. This is reflected in the improved progress pupils are making especially in reading and mathematics.
- In a Year 6 class, pupils enthusiastically responded to the resources about the Blitz as they gathered ideas to write a narrative poem. In another Year 6 class, pupils eagerly discussed whether they would rather have two thirds or 0.75% of the teacher's £20 note.
- Teachers want their pupils to do their best. Good relationships are typical between pupils and the adults who work with them. As one pupil said, 'My teacher really wants me to learn as much as I can'.
- Teaching assistants are deployed well and have a very clear understanding of the groups of pupils with special educational needs or disabilities. Their progress slows, however, when teachers set work which is not well matched to their ability.
- Teachers mark pupils' work carefully and regularly. They always provide constructive feedback and give suggestions about how the work can be improved and pupils typically respond to these suggestions.

The behaviour and safety of pupils

requires improvement

- The behaviour and safety of pupils require improvement because too many pupils do not attend school often enough.
- Although the attendance of pupils is improving, as a result of a number of initiatives introduced by the school, it is still not high enough.
- Pupils' behaviour in lessons and around school is good and the school's records confirm that this is now the norm. Some parents raised some concerns about the behaviour of pupils but there was no evidence during the inspection to support these concerns.
- The school has well-understood systems for managing behaviour and lessons typically proceed without interruption. Pupils have a wide range of before-school, after-school and lunch time activities which they appreciate. The early morning cross-country runs are particularly popular. These, together with the physical education lessons, make a positive impact on pupils' physical well-being. Pupils are rightly proud of their sporting successes.
- Pupils are polite and courteous to visitors and adults in the school. They are eager to talk about their school and are proud to be members of the school community.
- Pupils feel safe and say that there is little bullying. They are confident that if it occurs it would be dealt with swiftly and effectively.
- Pupils have many opportunities to take on roles of responsibility, such as being buddies to younger pupils and they take their roles very seriously.
- Pupils are clear about how to stay safe in a range of situations in and out of school, including when using the internet.

The leadership and management

requires improvement

- The school's leaders are securing improvements in pupils' achievement, the quality of teaching and the behaviour and safety of pupils. However, leadership and management require improvement because middle leaders need to develop their skills in order to accelerate the rate of improvement. Consequently, the school has not fully addressed the issues identified in the previous report. However, the improving picture, together with stronger governance, means that

the school demonstrates that it can improve further.

- The headteacher and senior leaders know the school well and have recognised where improvements need to be made. They have put in place plans to make these happen and while these are beginning to show results, the rate of improvement has not been fast enough.
- The school has been through a period of turbulence when a number of key members of staff have been absent and have been temporarily replaced by much less experienced staff. Staff believe that the school is now on a more even keel and that the improvements being seen will continue and gather pace.
- Leaders check on pupils' progress regularly and take prompt action to help pupils catch up if they are falling behind.
- The leadership and management of teaching is now stronger and as a result, teaching has improved although some inconsistencies in quality remain. There are regular checks on the quality of teaching and training is provided to improve the skills of teachers.
- The school's leaders understand that the quality of teaching and the progress made by pupils in different groups and in writing, varies too much and are providing good quality training and support to address these.
- The school knows and cares for its pupils as individuals and works diligently to remove difficulties which might stop pupils from learning. Equality of opportunity is central to the school's work and removing differences in the achievement of significant groups is a priority. The curriculum has been developed to promote learning and to promote the development of English and mathematical skills across all subjects.
- Links between performance management systems and professional development opportunities are effective and arrangements for pay and the promotion of staff are now linked closely to staff's performance and pupils' progress.
- The development of pupils' spiritual, moral, social and cultural understanding is important to the school and, as a result, pupils' personal development is of a good quality.
- The new primary school sports funding is motivating pupils to keep fit and active by having a go at some different physical activities such as tennis. In addition the funding is being used to improve the teaching of PE through further staff training.
- Safeguarding and child-protection procedures are effective and meet current requirements.
- The local authority has provided targeted support to the school.
- **The governance of the school:**
 - The governing body is well informed and knows the school well. They effectively use the information available to them to evaluate the performance of the school in key areas, including the quality of teaching and pupils' progress. They use this information to challenge leaders and hold the school to account. Governors are familiar with the Teachers' Standards and use them to help manage teachers' performance. They oversee the spending of any pupil premium funding and are aware of the impact it is having on pupils' achievement. They are active in seeking training to become more skilled, building on their own wide range of skills which they bring to their roles as governors. Governors support the school in all it does and are ambitious for it to improve further.

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

Unique reference number	121325
Local authority	North Yorkshire
Inspection number	430902

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	372
Appropriate authority	The governing body
Chair	Hazel Clayson
Headteacher	Scott McFarlane
Date of previous school inspection	23 May 2012
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