



Stokesley Community Primary School

Inspection Report

Unique Reference Number 121325
LEA North Yorkshire
Inspection number 280984
Inspection dates 5 December 2005 to 6 December 2005
Reporting inspector Mr Anthony Painter CfBT Lead Inspector

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

Type of school	Primary	School address	No 5 Springfield Stokesley Middlesbrough TS9 5EW
School category	Community	Telephone number	01642 711071
Age range of pupils	3 to 11	Fax number	01642 711071
Gender of pupils	Mixed	Chair of governors	Mr D Elphee
Number on roll	493	Headteacher	Mr R Snow
Appropriate authority	The governing body		
Date of previous inspection	16 October 2000		

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Introduction

Three additional inspectors carried out the inspection.

Description of the school

This large primary school is set in a market town. Children come from a wide range of social and economic backgrounds and overall attainment when joining the school is average. The proportion of children eligible for free schools meals is below average. Few children are from minority ethnic backgrounds but around 4 per cent are from traveller families.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's evaluation that it is good and gives good value for money. Good provision in the Foundation Stage ensures children make good progress from average levels and many exceed the expected standards by Year 1. Good progress in Key Stage 1 boosts children to well above average standards by Year 2. The school has responded well to indications of reducing effectiveness in Key Stage 2 and introduced significant improvements. These are beginning to redress the weaker achievement in 2005 and standards are now rising towards the previous high levels.

Greater attention to assessment has improved teaching and learning, although teachers do not make full use of the information available. Good tracking of children's progress helps teachers to know how well children are doing. However, some opportunities are missed to review targets and ensure high achievement. Teachers do not make consistent use of targets for individual children to identify what they need to learn next and to judge their own progress.

Children are happy, safe, secure and well cared for. The wide range of good learning opportunities includes many successful visits and visitors. Very good relationships and positive approaches ensure children's good personal development. Children develop respect for others and behave well. Children with learning difficulties and/or disabilities are identified and supported well to make good progress.

Staff work together well and leadership roles have been strengthened to support developments. These factors, and the progress already made, suggest that the school is well placed to make further improvements.

What the school should do to improve further

Make greater and more consistent use of statistical analysis and the assessment and tracking systems, including:

- frequent reviews of children's progress to establish high levels of challenge in future work in lessons
- individual targets for children so they are aware of what they need to do to improve.

Achievement and standards

Grade: 2

Children have a wide range of attainment when joining the school, although standards are average overall. They make good progress in the Foundation Stage classes and most exceed the standards expected by the beginning of Year 1. Good achievement in Key Stage 1 builds well on this early learning and children reach overall standards that are well above average by the end of

Year 2.

In many past years, the momentum in children's learning has been maintained in Key Stage 2 leading to well above average standards in Year 6. However, in 2005, children's

achievement in Key Stage 2 was significantly below average and overall standards for these children were only average. The school's awareness of weakening progress has led to a number of measures to boost performance, including more extensive assessment systems and effective deployment of teaching staff. These are having a positive impact; current children are making good progress and standards are rising again.

Children with different backgrounds and abilities achieve equally well. Those with learning difficulties and/or disabilities make good progress because needs are accurately identified and they get good support.

Personal development and well-being

Grade: 2

The children's spiritual, moral, social and cultural development is good and they enjoy their school. They develop a good understanding of the diversity of world cultures, respect for others, and the difference between right and wrong. The system of rewards motivates children, who behave extremely well and are courteous and friendly towards visitors. Children respect their teachers, want to please them; they understand that they are at school to learn. As a result, they attain the skills required for the world of work. Attendance is satisfactory, restricted by weaker attendance of traveller children. The school's procedures for monitoring and improving attendance are secure.

Teachers ensure that children work safely and healthy lifestyles are well promoted. The Healthy Schools Award was achieved in 2004 and events like 'Walk to School' weeks also make a valuable contribution to supporting healthy lifestyles. A good programme of sporting activities encourages healthy exercise.

Children contribute well to school life through, for example, an effective School Council. They learn to listen to others and to discuss a point constructively. They are currently working with the Parent Teacher Association to develop the 'Springfield Sanctuary' and this provides the opportunity to work well as a team. Older children take responsibility and develop their social skills and relationships well through being 'Playtime Buddies'.

Quality of provision

Teaching and learning

Grade: 2

Good teaching secures children's good learning overall and reflects the school's own evaluation. Teachers' good organisation and clearly established routines ensure the good pace of learning. Resources, including interactive whiteboards, are used successfully to capture children's attention. Effective discipline and reward systems successfully encourage children's outstanding behaviour. Very good relationships ensure all children gain confidence to take a full part in lessons. This is seen in their enthusiasm to ask and answer questions and give opinions.

Effective teaching assistants make a positive contribution by supporting individuals and groups and ensuring their progress. Good systems enable teachers to identify and support children with learning difficulties and/or disabilities.

The school has made good moves to establish a strong process for tracking children's progress. This gives targets to steer teachers' planning and helps teachers to match tasks to children's needs. Teachers are making more effective use of this information, which is leading to better progress, particularly in Key Stage 2. However, teachers do not make full use of the information to ensure consistently challenging work for all. For example, reviews of progress towards targets are not used enough to promote even higher standards. Teachers do not consistently identify and use individual targets for children to make sure they know what to do next.

Curriculum and other activities

Grade: 2

The curriculum fully meets statutory requirements. Good opportunities exist for children to enjoy school and be well prepared for future life. There are good links with the local secondary school. Increasing cross-curricular links, including good use of literacy, numeracy and information and communication technology (ICT), effectively support learning. The Key Stage 1 curriculum has been successfully improved to establish stronger connections between learning in different subjects. The curriculum is enriched by good extra-curricular activities and a variety of visits and visitors including artists in residence, drama, dance and musical performances, and local ministers. Children throughout the school were enthusiastic about the recent Africa themed enrichment week, which promoted physical education and art.

Much work across the curriculum makes good use of the local community and children have good opportunities to contribute in turn through a range of fundraising activities for charities, sports and performances.

Care, guidance and support

Grade: 2

Inspectors agree with the school's evaluation that provision is good. A strong caring ethos is evident in all aspects of the school's work. Good relationships ensure that all children feel safe and they know whom to turn to if they need help. Positive strategies to closely monitor and manage behaviour are effective. Rare incidents of bullying are dealt with firmly and effectively. Children with learning difficulties and/or disabilities are well supported by clearly focused individual education plans and well trained teaching assistants. Policies on child protection are thorough and procedures secure. First aid procedures and risk assessments are good. The induction procedures for children transferring to secondary school are good.

Older children have increasing understanding of the quality of their work but are often unclear about what they need to do to improve. This is because there is inconsistency in teachers' use of individual targets for children.

Leadership and management

Grade: 2

Leadership and management are good and the school's routines and organisation are strong. Resources are deployed effectively and the school provides good value for money.

There is regular monitoring and accurate evaluation of teaching, with helpful feedback to staff. Senior staff and subject leaders are fully involved in the process and the systems are being further refined. Subject leaders' roles have been strengthened, with increased accountability for performance and achievement in their subjects. They contribute usefully to the school's detailed development planning, which includes good links to appropriate training to help school improvement.

There has been too little emphasis in the past upon effective use of performance data to identify necessary developments. This is in the process of being addressed. Effective measures have been introduced to tackle the causes of the dip in performance in 2005 and ensure that teaching is better matched to children's needs. Assessment, tracking and target setting procedures have been significantly improved. Children's self-assessment is being piloted in some year groups and there are good procedures for target setting. However, these systems are not used to their full potential and not all children are fully aware of their targets and how to improve.

There is a strong sense of teamwork in the school to support the potential to make further improvements. Governors ensure the school fulfils its responsibilities and developing systems of monitoring are helping them get a better picture of children's standards and achievements. Parents and children strongly appreciate what the school has to offer and are very supportive.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for being so welcoming when we visited your school recently. You were all polite and friendly and your good behaviour impressed us. We were pleased to see how well all the adults and children get on together. This is a big help to you in your lessons.

Your teachers and other staff have worked together well recently to keep improving your work. They plan a lot of interesting things for you to do and make sure that you are safe and well cared for. You told us that you really enjoyed your lessons and all the other activities in school.

To help you do even better, we have asked teachers to make even more use of what they know about you when planning lessons. That way, they can make sure that all the work each of you is given is not too hard or too easy. We would like them to make sure that you know what you need to do to improve. We are sure that they will make a good job of it.

We very much enjoyed talking with you and your teachers and wish you and the school the very best for the future.