



Stakesby Community Primary School

Inspection Report

Unique Reference Number 121353
LEA North Yorkshire
Inspection number 280990
Inspection dates 25 January 2006 to 26 January 2006
Reporting inspector Mrs Rosemary Rodger CfBT Lead Inspector

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

Type of school	Primary	School address	Byland Road
School category	Community		Whitby
Age range of pupils	3 to 11		North Yorkshire YO21 1HY
Gender of pupils	Mixed	Telephone number	01947 820231
Number on roll	264	Fax number	01947 820231
Appropriate authority	The governing body	Chair of governors	Cllr Jane Kenyon
Date of previous inspection	18 September 2000	Headteacher	Mr Stan Jackson

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school is located in a small coastal town. There are 264 pupils on roll, including 39 children attending the nursery part-time. An average number of pupils are eligible for a free school meal, which reflects the socio- economic circumstances of the area. A very small number of pupils are of a minority ethnic heritage and a below average number of pupils have learning difficulties. The attainment of children on entry to the nursery is below average. The school manages a parent and toddler group.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. The inspection team agree with the school's judgement of its effectiveness. Pupils make good progress and attain above average standards by the time they leave the school in Year 6. They exceeded their targets in 2005. Pupils' good behaviour, attitudes and enjoyment are features of their good personal development.

Pupils with learning difficulties make outstanding progress: a substantial number no longer have learning difficulties by the time they leave the school. The quality of teaching and learning are good, with outstanding features. Measures to improve the teaching of writing are beginning to have an impact in Key Stage 2, but require further development. The curriculum is good with outstanding aspects, such as the links with the local community and the high priority given to environmental education. The level of care, guidance and support for pupils is good. Parents are well informed about their children's progress and how to help them. Leadership and management are effective. The headteacher has created an excellent ethos that promotes learning for all pupils well. The school's self-evaluation is an accurate appraisal of its achievements and areas for development. The quality and standards in the Foundation Stage are good, with some outstanding features. The school provides good value for money and has a good capacity to improve. Improvements since the last inspection have been good.

What the school should do to improve further

- Continue to implement the improvements to teaching writing in Key Stage 2 and improve the presentation of pupils' work.

Achievement and standards

Grade: 2

The pupils achieve well throughout the school and attain above average standards by the time they leave in Year 6. The school judges this aspect of its work to be satisfactory, but inspectors judge it to be good because the school has not taken account of the steps already taken to improve standards. Standards on entry to the nursery are below average. The children make good progress, so by the time they start in Year 1 standards in all areas of learning are average. The good progress is maintained in Years 1 and 2. This is reflected in the above average standards reached in the 2005 national assessments in reading, writing and mathematics. More able pupils achieve especially well in writing and mathematics. In Year 6, the results of the 2005 national tests were generally above average, but standards in writing were below local authority and national averages. This was a good improvement on the previous year's results, as a result of effective support by the senior management team and intervention by the local authority to address weaknesses in the teaching and learning of writing. Progress is generally good in Key Stage 2, but some pupils could do better by improving the presentation of their work. Pupils with learning difficulties are exceptionally well supported by outstanding teaching assistants and make excellent progress.

Personal development and well-being

Grade: 2

Inspectors agree with the school's judgement that this aspect of the school's work is good. Pupils enjoy coming to school and learning. This is reflected in their good behaviour in lessons and around the school, and in their attendance which matches the national average. Bullying is not tolerated and children feel safe. They work safely and learn to be safe in all circumstances outside school. The school successfully promotes healthy eating and there is good take-up of free fruit and low-cost milk. Children are prepared to try different foods, and were seen asking for second helpings of beans and cauliflower. Spiritual and cultural development is integral to the curriculum, and pupils are very aware of the impact of their actions on others. The school council gives pupils a voice they feel is heard, and parents support the school and feel able to make contact at any time. Pupils' general knowledge of other cultures is well supported by activities in and beyond lessons. Music is a strength. Pupils sing tunefully and many have instrumental lessons. Pupils learn well about life in a multicultural society through a fruitful link with a multi-ethnic school in a nearby city. A high priority is given to personal, social and emotional development in the Foundation Stage, and as a result children learn how to work independently and take responsibility effectively.

Quality of provision

Teaching and learning

Grade: 2

The inspection team agrees with the school's judgement that the quality of teaching and learning is good. Features of the good and outstanding teaching include very effective use of whiteboard technology to provide good models of writing and inspiring pictures to illustrate, for example, different weather in Australia in Year 2. The purpose of lessons is always shared and reviewed with pupils to check their understanding. Explanations and instructions provide good guidance and result in good learning. Good analysis of assessment data means that work is generally well matched to pupils' needs. Pupils with learning difficulties and/or disabilities are very effectively supported by highly skilled teaching assistants. Questioning generally encourages a good level of participation by pupils, although sometimes, pupils need encouragement to participate. The grouping of pupils in pairs is helping to improve this well in some lessons. Lessons are very well resourced. Teaching and learning in the Foundation Stage are good with outstanding features, for example, the excellent planning and links with assessment. The use of the environment and natural materials and innovative resources, such as blocks of ice to help children develop their senses, engage and motivate children exceptionally well. Parents are well informed and benefit from after school sessions to explain how their children learn in school.

Curriculum and other activities

Grade: 2

The curriculum is good, with a number of outstanding features and it is appropriate to the needs and interests of the pupils. There is good curriculum enrichment, including drama, specialist sports coaching and instrumental tuition. The curriculum is further enhanced by a wide range of after school clubs such as gardening, music and homework clubs. Environmental education is outstanding. Pupils make very good use of the excellent resources, for example, the woodland and pond areas. The school very effectively encourages parents to recycle various products such as directories and printer cartridges. There is good provision for the development of literacy, numeracy and information and communication technology (ICT) skills. Pupils get good opportunities to link with the wider community and take on responsibilities through the sporting fixtures, the award winning musical activities and a range of visits and visitors to the school. The citizenship element is well reinforced in geography; for example, pupils interviewed a local councillor about local traffic management schemes. There is good provision for health and safety education.

Care, guidance and support

Grade: 2

The care, guidance and support for pupils are good. Rigorous child protection arrangements are in place and proper attention is given to making risk assessments. There are detailed systems for tracking pupils' progress and identifying underachievers. Target setting procedures are in place for literacy and numeracy, but they could be more frequently reviewed to give pupils a clearer steer to improve their work. Good progress has been made in providing pupils with guidance on how to improve their work and in the use of self-assessment techniques. Parents receive good guidance to enable them to help their children with work at home. It is the school's aim to tell the parents about their children's learning targets. Induction arrangements are good.

Leadership and management

Grade: 2

The inspection team agree with the school that the leadership and management are good. There are some outstanding features such as the successful impact of the concerted efforts of the senior management team to improve writing in Key Stage 2. The views of pupils, checks of planning and pupils' work and observations of the quality of teaching and learning are all used to good effect to evaluate teaching and learning. The headteacher has created an excellent ethos of care and inclusion across the whole school. Teamwork is a strong feature of the school's leadership. Governors are very well informed and speak enthusiastically of the pivotal role of the school in the community. Self-assessment is an accurate reflection of the school and identifies clearly the impact of actions to bring about improvements linked to the development plan. The views of staff and parents are systematically gathered to further evaluate the impact of initiatives. Procedures to recruit high quality staff are rigorous and well

exemplified in the good quality of the two temporary teachers and the band of dedicated teaching assistants. The learning resource centre is especially well resourced and includes computers and a library with a qualified librarian and information and communication technology manager. The school has a good capacity to improve. Improvement since the last inspection has been good, as is value for money.

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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	2	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	1	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	2	NA
The attendance of learners	2	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	1	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	2	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 for your help during the inspection. We are writing to tell you about our findings. We enjoyed talking to some of you and watching your lessons and activities around school.

What we liked about your school

- You work hard and do well in the tests you take in Year 2 and 6.
- You have a very good outdoor area to learn in; we especially liked the pond and the gardens.
- Your headteacher and teachers all work very hard to make school enjoyable.
- You are well cared for and feel very safe in school; it was good that you know what to do if the fire alarm goes off.
- We heard about the exciting music you make and were sorry to miss listening to the steel drums.
- Your parents are kept very well informed about what you do in school and are encouraged to learn themselves so they can help you at home.

What needs to be improved

- We are pleased that your teachers are helping you to improve your writing in all your books, but some of you need to work a bit harder and make your work neater.
- We liked to see your target books, but feel that some of you can achieve more targets each half term than you are expected to.

Finally, we would like to wish you all a happy time at Stakesby school and hope you continue to enjoy your time there as much as we did.