

Staveley CofE School

Inspection report

Unique Reference Number	112264
Local Authority	Cumbria
Inspection number	337887
Inspection dates	15–16 March 2010
Reporting inspector	Barry Jones

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Mrs Helen Wilson
Headteacher	Mr Mike Prince
Date of previous school inspection	14 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed all 10 teachers. Inspectors held meetings with staff, groups of pupils, parents and the Chair of Governing Body. They observed the school's work, and looked at the school's documentation including that relating to safeguarding, the school development plan and records for the tracking of pupils' progress. They scrutinised the responses 64 questionnaires and the responses to online surveys for staff and pupils. The inspectors also looked at responses to the staff and pupils' surveys.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the decline at Key Stage 2 in 2009 has been reversed and what is pupils' current progress
- how the curriculum is organised to meet the needs of the pupils in the mixed-age classes in Key Stage 2
- how well do teachers use assessment data to meet the needs of different groups of pupils
- how effectively the school uses information and communication technology (ICT) to promote pupils' learning, to communicate with parents and to support monitoring by governors.

Information about the school

The school is smaller than average. The proportions of pupils who are eligible for a free school meal and who have special educational needs and/or disabilities are below average. The great majority of pupils are White British and few pupils speak English as an additional language. The school has an above average number of pupils who join at unusual times. There is a relatively large variation in the number of pupils in different year groups. Currently, smaller year groups in the upper school means that pupils in Years 4 to 6 are organised into two mixed-age classes.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Staveley is a good school. Pupils achieve well because of the good teaching and strong leadership. Some aspects of their personal development and well-being, including attendance and behaviour, are outstanding. A major reason is the excellent care, guidance and support that the school provides.

Attainment in the end of the Year 6 national tests rose each year following the previous inspection to be above average but fell in 2009. This was partly because there was a small cohort with an unusually high proportion of pupils with special educational needs and/or disabilities. Partly it was because a few pupils did not achieve what they should have done. The school has made improvements to the tracking of pupils' progress. This has enabled the school to detect and remedy dips in their performance at a much earlier stage. Consequently, attainment is rising again, although standards in writing lag behind those in reading. Teachers are mostly making effective use of assessment data to match work to pupils' abilities, particularly in mathematics. However, this is not consistently done by teachers in all lessons. There is sometimes a lack of challenge for the more able pupils and their progress slows.

The school provides very interesting activities for pupils, both in and out of school. This contributes significantly to their enjoyment of school. It makes innovative use of ICT and is at the leading edge for its use with pupils, parents and governors. Relationships in this thriving community are very harmonious. The school is an integral part of the village. It makes an outstanding contribution to promoting community cohesion. It has very strong links with the Church and the local community.

There is an upward trend in pupils' attainment and provision remains at least good. There is good collaborative working by staff. The school knows its strengths and weaknesses well. Consequently, its capacity to improve is good.

What does the school need to do to improve further?

- Raise attainment in writing, by:
 - providing more opportunities for pupils to write across the curriculum in different styles and for different audiences
 - providing more support materials and a better balance between preparatory work and the writing activity in English lessons.
- Raise the quality of teaching to be consistently at least good, by:
 - ensuring that teachers more effectively use assessment data to plan work to consistently provide challenge for more able pupils

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- ensuring that teachers give constructive feedback to pupils on how they might improve further.

Outcomes for individuals and groups of pupils

2

Pupils enjoy lessons. They behave extremely well and, therefore, contribute to the positive atmosphere in classrooms. They participate willingly in activities, for example when they discuss issues in pairs. Observations of lessons and scrutiny of pupils' work show that pupils are making good progress. Pupils with learning difficulties and/or disabilities make good progress as a result of the effective support they receive. In 2009, boys outperformed girls in the national Year 6 tests. However, lesson observations and the school's tracking shows that this is not a pattern. Boys and girls contribute and achieve equally well. Achievement is good overall.

The school council is very active and feels that its views are valued. The local Member of Parliament visited the school in response to pupils' letters about the condition of roads in the village. Pupils generally make an outstanding contribution to the local community, including close relationships with the local elderly care home. Pupils have a good understanding of healthy-living. This is shown by the awards of Healthy School status and the Activemark. However, many pupils do not choose the healthy eating option at lunchtime. Pupils say that they feel safe in the school and appreciate the good care that adults show them. Their positive attitudes to school are demonstrated by their high level of attendance.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2 1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers manage their classes well and make good use of a range of resources, including ICT. Explanations are clear and pupils know what they are expected to learn. There is effective deployment of teaching assistants to support pupils with special educational needs and/or disabilities and they make good progress. Learning objectives are clear. Marking is conscientiously carried out but does not always give constructive feedback on how pupils can improve further. The use of ICT in the curriculum is outstanding. The school regularly wins awards for excellence in ICT. For example, Year 1 pupils have recently won a competition for local authority schools to produce an animated website. Pupils speak enthusiastically about the 'independent learning day' which has been introduced this year. They explained how they worked for a day on tasks of their own choosing with just a steer from staff. They are given good opportunities to speak and to engage in role play. These activities help to stimulate pupils' imagination but opportunities to then develop their writing fully are sometimes missed in English and in other subjects. There is a carefully constructed, rolling programme of topics in the upper years to cater for the mixed-age classes. This works well generally but record keeping needs to be strengthened to ensure continuity of learning, particularly as a significant minority of pupils join the school in the older age groups.

The ethos of the school is very caring and inclusive. The interests of the individual pupil are at the heart of everything that the school does. New arrivals to the school are welcomed and this means that they settle quickly. They receive good support and over time make the same progress as their peers. The school works effectively with a range of agencies to meet the needs of vulnerable pupils. Consequently, they are encouraged to play their full part in school life. The partnerships are particularly effective in promoting exemplary attendance and behaviour. The school successfully attaches a high importance to promoting a family ethos in the school.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2 2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The staff works very well as a team, there are shared aspirations and communications are very good. The innovative use of ICT means that the governing body and parents are kept up-to-date with events at the school. The headteacher knows the strengths and weaknesses in the teaching. This knowledge is largely gained by informal procedures, such as frequent walks around the school, and this works well in this small school. However, there are some instances where more formal recording is necessary. Safeguarding procedures are good, but while the full range of necessary checks are done, they are not always meticulously recorded with the date that they were carried out. A new tracking system has been introduced this year and gives detailed, important information about each pupil. The school is inclusive and this information is used well to rectify dips in performance. The school is planning to extend the analysis so that it can also have as accurate a picture of the progress of different groups. It is most successful in ensuring that all pupils develop well. These factors demonstrate the school's good promotion of equal opportunities and its success in eliminating any discrimination. The contribution to the local community is outstanding and pupils are involved fully. The school has also developed global links such as support for a community in Sierra Leone. The governors are both supportive and challenging and hold the school to account well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Reception class with skills that are broadly those expected for their

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age. They make good progress both academically and socially as a result of the good provision. They enter Year 1 with some skills that are above those expected. Teaching is good. An outstanding session was seen when children went on a bear hunt. The excellent outdoor amenities were used effectively to promote children's physical development and their appreciation of the environment. Staff provided appropriate stimuli and questioning that made this an exciting experience for the children. Parents are fully involved and are encouraged to participate in their children's learning. There is a good balance between adult-led activities and opportunities for children to learn through independent play. There is good leadership and this has contributed to the rising standards over the last three years. Data are analysed well and used effectively to inform planning. The analysis has also identified that writing is an area for development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers are very supportive of the school. As one parent wrote, 'Fantastic school, caring, approachable staff. Eldest child has gone from a very timid, quiet child and blossomed into a confident and independent one.' There were no issues that were raised regularly by parents and carers. The inspection team raised with the headteacher each of the issues raised by individual parents or carers. They were satisfied by the school's response in each case.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Staveley CofE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	55	26	41	1	2	0	0
The school keeps my child safe	41	64	20	31	1	2	0	0
The school informs me about my child's progress	24	38	38	59	0	0	0	0
My child is making enough progress at this school	25	39	30	47	5	8	1	2
The teaching is good at this school	30	47	25	39	5	8	0	0
The school helps me to support my child's learning	27	42	33	52	2	3	0	0
The school helps my child to have a healthy lifestyle	30	47	25	39	7	11	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	38	31	48	2	3	0	0
The school meets my child's particular needs	26	41	30	47	5	8	0	0
The school deals effectively with unacceptable behaviour	21	33	33	52	6	9	1	2
The school takes account of my suggestions and concerns	21	33	29	45	10	16	0	0
The school is led and managed effectively	25	39	29	45	4	6	1	2
Overall, I am happy with my child's experience at this school	35	55	24	38	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



17 March 2009

Dear Pupils

Inspection of Staveley Church of England School, Kendal, LA8 9PH

Thank you very much for your help and cooperation when we inspected your school. You told us that you enjoy school very much and feel safe there. Your school council members serve you well. They told us that their views are valued. For example, they lead assemblies on themes of their choosing. Staveley is a good school. The things that we liked particularly are that:

- you behave extremely well
- your attendance is excellent
- the school is a thriving, happy community
- you do well in your work
- children make a good start in the Reception class
- there is some really exciting use of computers
- you have good teachers and they give you interesting things to do
- the school is led well.

The school is not complacent and is always trying to do even better for you. We have agreed two things to be improved. First we would like to see the teaching being always at least good and the more able pupils being made to think more. The teachers will use their marking of your work to help you improve. Second, we have asked the school to ensure that you make the same progress in writing as you do in reading.

You are excellent ambassadors for your school and so keep it up.

We wish you continuing success in the future.

Yours sincerely

Mr Barry Jones

Lead inspector

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