

Starbeck Community Primary School

Inspection report

Unique Reference Number	121398
Local authority	North Yorkshire
Inspection number	380231
Inspection dates	6–7 February 2012
Lead inspector	Derek Pattinson

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	268
Appropriate authority	The governing body
Chair	David Blakey
Headteacher	Carolyn Sandford
Date of previous school inspection	14 October 2008
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Introduction

Inspection team

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Additional inspector
Additional inspector
Additional inspector

The inspection was carried out with two days' notice. Inspectors observed teaching and learning in 16 lessons, spending eight hours observing the teaching of 11 teachers. They held meetings with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parents View) in planning the inspection. They looked at the school improvement plan, local authority reviews of the school which took place in 2010 and 2011 following a request by the headteacher, and recent headteacher's reports to the governing body. Inspectors analysed the most recent national and school's data on pupils' attainment and progress, policies and records for safeguarding children, assessment information, the latest attendance information and pupils' work. The 76 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

Information about the school

This is a slightly larger than average size primary school housed in three separate buildings. Most pupils are of White British heritage. Approximately 5% of pupils are from minority ethnic backgrounds, which is well below what is typical nationally. The proportion of pupils who speak English as an additional language is very small, with very few at an early stage of learning English. The proportion of pupils who are known to be eligible for free school meals is close to the national average. The proportion of disabled pupils and those who have special educational needs is broadly average. The Early Years Foundation Stage consists of Nursery and Reception classes, with some Reception children in a class with Year 1 pupils. In January 2010, the school opened a specialist provision for pupils with behavioural, social and emotional difficulties, which supports a very small number of pupils from this and other schools. The school does not meet the current floor standard for attainment. The school has achieved Healthy School status, an Activemark and Quality Marks for inclusion and dyslexia.

There has been staffing turbulence since the previous inspection and a new headteacher and deputy headteacher have been appointed. The school has a higher than average proportion of part-time staff. Before- and after-school childcare on the school premises is managed by a private provider. These provisions are subject to a separate inspection and report, and were not inspected at this time.

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	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the quality of teaching and pupils' achievement in mathematics.
- Pupils' achievement in mathematics is inadequate, particularly in Key Stage 2. In English, pupils' attainment is average and achievement is satisfactory. However, attainment in mathematics has declined significantly; it was low in 2011 and there are wide gaps in performance compared to all pupils nationally. However, school data based on rigorous tracking information indicate progress is improving and pupils in Year 5 and Year 6 now make good progress in mathematics. Pupils who are disabled and those with special educational needs make satisfactory progress because of the good support they receive.
- Teaching is too varied and inadequate overall. For example, it is better in Nursery than Reception. Across the school most lessons are typified by warm, caring relationships with effective use of encouragement and praise, which provide a successful platform for learning. However, the pace of too many mathematics lessons is too slow and work is often not challenging enough, especially for the more able.
- Pupils' behaviour is satisfactory overall and when work is at the right level they show interest and enthusiasm and attitudes to learning are then good. Inappropriate behaviour is rare and is dealt with quickly so that it does not impinge on pupils' learning. Pupils' attendance has improved and is now average and most are punctual.
- The leadership of teaching and the management of performance are satisfactory. Monitoring and the actions taken have led to significant improvements, especially in the quality of boys' writing. Senior leaders are bringing a sharper focus to mathematics in order to secure a rapid rise in attainment as that achieved in English. Teachers set clear and challenging targets for their pupils and these are carefully monitored.

Leaders know what needs doing and correct priorities are rigorously pursued. Team spirit is strong. However, subject leaders are not yet fully accountable for pupils' attainment and progress. Capacity for further improvement is secure.

What does the school need to do to improve further?

- Raise pupils' attainment, accelerate progress and eliminate underachievement in mathematics, especially in Key Stage 2, by:
 - ensuring that all teaching is at least good
 - providing more opportunities for pupils to investigate and solve mathematical problems, especially linked to real-life situations
 - ensuring that work is challenging for all pupils and that pupils practise their skills, apply their knowledge and record their achievements.
- Eliminate inadequate teaching and ensure that the satisfactory teaching becomes good by:
 - injecting greater pace into lessons so that pupils always have enough time to work independently on work that always challenges them
 - using assessment information more effectively to meet the needs of all pupils, especially the more able
 - ensuring that pupils always have opportunities to share what they have learnt, and how challenging they found their work, to help inform teachers' planning for the next lesson
 - checking that marking always helps pupils to improve as well as acknowledge what they have achieved.
- Strengthen the effectiveness of leaders and managers by:
 - building on work already started, to monitor rigorously the impact of improvement plan priorities on pupils' outcomes
 - developing further the roles of subject leaders to ensure that they are fully accountable for pupils' attainment and progress.
- Eradicate inconsistencies in the quality of provision in the Early Years Foundation Stage.

Main Report

Achievement of pupils

Pupils' achievement is inadequate because slow learning and progress in mathematics has led to underachievement. Children's knowledge, skills and understanding when they start school are usually below those typically found for their age. They make good progress in the Nursery because of good teaching and provision, but progress slows in Reception because the quality of what they receive is more variable. Nevertheless, by the time they enter Year 1 children's skills are close to those found nationally for their age.

Pupils, including those who are disabled and those who have special educational needs, make satisfactory progress in reading and writing as they move through Years 1 to 6. As a

result, attainment in English, including in reading, is broadly average by the end of both key stages. Teachers extend pupils' understanding by questioning them appropriately in reading sessions and in other lessons. As a result, pupils increasingly read for pleasure and information by the end of Key Stage 1 and as they move through the school. Most learn to read with fluency, accuracy and understanding by the end of Key Stage 2.

Pupils are willing to learn. They do as they are asked and most try hard with their work. They show particular enjoyment when involved in practical tasks and when activities are interesting and fun. Most get on well with each other and are polite and considerate, some spoke freely and spontaneously to inspectors as they moved around the school. They say that adults are friendly and approachable and that they enjoy much of what the school provides.

Pupils increasingly write for different purposes. For example, pupils in Years 1 and 2 enjoy writing instructions of how to make a pizza, while older pupils produce thoughtful writing about different characters in a story. As a result, gaps in attainment between boys and girls in reading and writing are narrowing, through well planned writing initiatives.

Attainment is low in mathematics and has declined since the last inspection. As a result, gaps in performance between pupils at the school and pupils nationally have been widening until very recently. However, a rigorous action plan, together with extensive professional development, is now addressing the underachievement, especially in Years 3 and 4, where progress is improving. Furthermore, the school's embedded tracking system and the mostly good teaching in Years 5 and 6 indicate a steady rise in the proportion of pupils moving towards their expected levels.

An overwhelming majority of parents and carers believe that their children are making good progress. Inspectors found that achievement overall is inadequate because despite pupils' satisfactory progress in English they underachieve in mathematics.

Quality of teaching

The quality of teaching, although improving, is inconsistent, as is its impact within each key stage and on outcomes for different subjects. Most teaching in English is satisfactory. In the Early Years Foundation Stage, teaching is more effective in the Nursery class than in the Reception classes. This is because of the good balance of activities led by the teacher and those chosen by the children, the well-organised and stimulating classroom and of the emphasis placed on developing personal and social skills and independence.

A small amount of good teaching was seen in Key Stages 1 and 2, with lessons typified by strong relationships, the effective management of pupils' behaviour and skilled use of encouragement and praise, which support learning. As a result, and because teachers know their pupils well, spiritual, moral, social and cultural development underpins their learning. When work is challenging, subject knowledge secure, resources carefully chosen to appeal to pupils' interests, support staff deployed sensitively, time used to good effect and presentations lively, pupils achieve well. For example, these things helped older pupils in an English lesson use extended vocabulary to build up descriptions of fictional characters.

However, there are too many occasions where weaknesses in teaching outweigh the strengths, especially in mathematics. For example, not enough use is made of assessment information to match work closely enough to the differing needs of pupils. More-able pupils

are sometimes given work that consolidates prior knowledge but does not develop new understanding. Pupils sometimes do not have enough time to work independently to practise their skills and apply their knowledge. Teachers do not always share steps to success with pupils or enable them to share what they have learnt or how challenging they found their work, although this is steadily improving. Work is not as well marked in mathematics as in English. The best marking uses the school's 'asterisk' system effectively to highlight what pupils have achieved and what to look out for next, but this is not used consistently.

Most parents and carers believe their children are taught well. Inspection evidence indicates otherwise with overall teaching quality judged to be inadequate because of the weaknesses, many in mathematics.

Behaviour and safety of pupils

Pupils are aware of the impact of their actions on others. Assemblies contribute to their personal development, such as the assembly about Valentine's Day which enabled pupils to consider issues of love and friendship. Relationships are good in most classes because teachers know their pupils well. However, in lessons where work is not pitched at the right level some pupils become restless and bored. A very small number do not always show positive attitudes to learning or a strong willingness to work hard to achieve success. Nevertheless, pupils know right from wrong, enjoy rewards, such as 'Golden Time', and know how the behaviour policy works. Almost all pupils say they feel safe in school. This positive view was supported by almost all parents and carers who returned the questionnaires. Learning how to stay safe is reinforced through initiatives, such as the school's annual 'safety week' and in lessons, such as, information and communication technology, when older pupils learn about cyber-bullying and the importance of internet safety when learning how to blog.

A significant minority of pupils who completed the questionnaire believe that behaviour is not always good, especially on the playground. This is because very occasionally a very small number of pupils behave inappropriately on the yard. However, pupils rightly believe that incidents are always dealt with effectively when they occur. They like and understand the school's sanctions and rewards and say that they work. A very large majority of parents and carers rightly believe that lessons are rarely disrupted by bad behaviour. They also feel that behaviour is good. However, inspectors judge behaviour to be satisfactory overall.

Leadership and management

Following a local authority review in 2010, requested by the new headteacher and which confirmed her view that there were significant weaknesses in the school, the headteacher, well supported by the deputy headteacher, has worked successfully to ensure that morale is strong and staff are aware of the improvements required. In June 2011, a further review confirmed that in recognition of improvements made in setting and implementing a rigorous agenda to help drive up standards, temporary support would replace the intensive support provided by the local authority.

Priorities for development are appropriate and are being meticulously pursued. A programme of rigorous monitoring of pupils' provision and outcomes has been introduced. This has led to actions which have narrowed gaps in the performance of boys and girls in writing and are addressing the underachievement in mathematics. Systems to track pupils'

progress have been simplified to ensure that all staff are now accountable for promoting and checking on the progress pupils make. Leaders have demonstrated clear impact of their actions, for example through the improvements already seen in English, and the school's capacity to secure further improvement is therefore satisfactory.

Similarly, the effectiveness of leaders and managers is satisfactory because initiatives to eliminate inadequate teaching are robust and improving its overall quality. For example, leaders ensure that there is a rigorous focus on learning when they undertake observations. They set clear actions for improvement, which are then followed up at a second observation. Furthermore, subject leaders are steadily becoming accountable for pupils' attainment and progress, although there is still work to be done to ensure they have maximum effect. The governing body has not been focused enough on driving up pupils' attainment but increasingly holds the school to account for what it achieves. Discrimination is not tolerated and this contributes to a largely harmonious community. The school aims to treat all pupils equally. In practice, the promotion of equality of opportunity is inadequate because of the differences in performances between mathematics and English, although gaps in attainment are starting to narrow. Arrangements to safeguard children are satisfactory.

The curriculum is satisfactory. All subjects are securely represented. Events, such as the 'Egyptian Day' and residential visits for pupils in Years 5 and 6, help to generate interest and involvement and make a good contribution to pupils' learning. However, pupils do not have enough opportunity to solve problems in mathematics, especially linked to real-life situations, to help bring learning alive for them. Subjects are being increasingly linked together in meaningful ways to add relevance and interest to pupils' learning. Pupils' spiritual, moral, social and cultural development is good. However, the curriculum places too little emphasis on developing pupils' understanding of the diverse nature of British society.

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	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 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.
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.
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.



8 February 2012

Dear Pupils

Inspection of Starbeck Community Primary School, Harrogate, HG2 7LL

Thank you for your friendly welcome and for telling us what you think about your school. Thank you too to those of you who filled in the questionnaires. We enjoyed our visit. However, we have given your school a notice to improve. This means that other inspectors will visit to check how it is getting on because at the moment it is not giving you as good an education as it should. Some teaching is not good enough to help you make good progress, especially in mathematics, where pupils' attainment, by the time you leave Year 6, is much lower than in most other schools.

There are some good things about your school.

- You say you are happy and enjoy your lessons.
- You say that adults who work in school take good care of you.

Inspectors have also found out that:

- your headteacher knows how to improve your school
- there is some good teaching in your school.

Here are the things we have asked your headteacher and other adults to do to make your school better.

- Help you to learn faster in mathematics so that you make better progress.
- Make sure that all lessons are at least good, including in the Early Years Foundation Stage, by always giving you time to work on your own on work that is at the right level and that teachers' marking always helps you improve. Also, that you share what you have learnt and tell the teachers how hard you find the work.
- Make sure that all leaders know as much as possible about how well you are learning so that you can make better progress.

I wish you all the best and hope you all continue to try hard and enjoy your learning.

Yours sincerely

Derek Pattinson
Lead inspector

