

Stokesley Community Primary School

Inspection report

Unique Reference Number	121325
Local authority	North Yorkshire
Inspection number	380211
Inspection dates	23–24 May 2012
Lead inspector	David Shearsmith

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	442
Appropriate authority	The governing body
Chair	Hazel Clayson
Headteacher	Scott McFarlane
Date of previous school inspection	9 July 2009
School address	No 5 Springfield Stokesley Middlesbrough TS9 5EW
Telephone number	01642 711071
Fax number	01642 711071
Email address	admin@stokesley-pri.n-yorks.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

David Shearsmith

Graeme Clarke

Jan Lomas

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 28 lessons, made shorter visits to classrooms and to sessions when pupils were receiving support outside of lessons, looked at pupils' work and observed other activities taking place. They observed the school's work and scrutinised documents including policies, action plans, information about pupils' learning and progress and attendance data. Information from the school's monitoring and arrangements for safeguarding pupils were also scrutinised. Meetings were held with staff, groups of pupils and members of the governing body. Inspectors analysed 99 questionnaires returned by parents and carers as well as those completed by staff and pupils.

Information about the school

Stokesley is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is in line with the national average. The percentage of pupils from minority ethnic groups is below average and no pupil speaks English as an additional language. The proportion of pupils who are supported at school action plus, or with a statement of special educational needs, is below average. The school meets the current floor standards which set the government's minimum expectations for attainment and progress. The school has the following awards: Basic Skills Quality Mark, Healthy Schools status and Sports Activemark.

There are an on-site children's centre and a before- and after-school club that are subject to separate inspections by Ofsted.

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

Key Findings

- This is a satisfactory school. It is not yet good because pupils’ achievement is no better than satisfactory, especially in English. The quality of teaching is also inconsistent across the school, as leaders do not sufficiently evaluate pupils’ progress when monitoring lessons or work in books. The school is improving. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- By the end of Year 6, pupils’ attainment in English and mathematics is average. Pupils’ progress in writing has been weaker than in other areas, although this is now improving. Some pupils’ understanding of the links between sounds and letters is not fully developed. However, overall, pupils make satisfactory progress. Children achieve well in the Early Years Foundation Stage as a result of good provision.
- Teaching is satisfactory overall, and there is a growing proportion of good teaching. The use of themes to link learning in different subjects engages pupils’ interest and teachers assess pupils’ progress carefully to plan the next steps in learning. However, there are shortcomings in some lessons: for example, teachers not always planning precisely enough for the full range of abilities or giving clear feedback to pupils on how to be successful in their work.
- Pupils mostly show positive attitudes to learning, less so though in those lessons where the pace of learning slows. Pupils get on well together and have good relationships with the adults who work with them.
- Leadership and management are satisfactory. The headteacher and deputy headteacher are driving improvement and are ensuring that more teaching is of good quality. However, they are not sharing best practice across the school nor ensuring that all leaders focus on pupils’ progress when judging effectiveness of teaching. The governing body supports and challenges senior leaders well.

What does the school need to do to improve further?

- Raise pupils' attainment and improve their achievement in English by:
 - ensuring that all pupils make better progress in their reading by embedding the school's teaching of letters and sounds
 - ensuring written feedback to pupils about their writing is more focused and consistently applied across the school
 - ensuring pupils are given time to improve their written work after feedback
 - ensuring that there is a more consistent approach to teaching handwriting skills.
- Improve teaching so that all of it is good or better by:
 - sharing the features of the best lessons more widely within the school
 - ensuring teachers consistently plan for the different needs of pupils in their classes
 - ensuring more effective use of teaching assistants across the school
 - ensuring that pupils know how to be successful in lessons.
- Ensure that leaders at all levels focus on evaluating pupils' progress when observing lessons and when monitoring pupils' work in books.

Main Report

Achievement of pupils

Pupils' overall achievement is satisfactory and improving. Children enter the Early Years Foundation Stage with skills that are typical for their age, although increasingly a growing number are showing weaknesses in their communication, language and literacy skills. They leave the Reception Year having achieved well. Staff and children work in close harmony and there is a positive climate for learning which enriches children's learning and promotes good progress. Children settle quickly and learn with enjoyment, both when playing independently and when working with an adult. The stimulating environment promotes their enthusiasm for learning.

Parents and carers have a positive view of the Nursery and Reception classes but feel that progress is less consistent across the rest of the school. Inspectors endorse this view, with inspection evidence confirming that progress through Key Stages 1 and 2 is satisfactory overall. Pupils' attainment in mathematics is generally better than in English because pupils have better basic skills in the subject. The school has good systems in place to promote pupils' understanding of basic number facts and tables. Pupils' attainment at the end of Years 2 and 6, including in reading, is broadly average but recent developments are having a positive impact and pupils are on track to perform better this year than in previous years. Many pupils say they enjoy reading and writing more and there are opportunities for them to complete longer pieces of writing following a school focus on improving writing. In a Year 2 English lesson, pupils enjoyed improving their skills in writing poetry because they were clear about what they were expected to write about. In contrast, some lack of clarity in the teacher's explanation of how to be fully successful, and some weakness in handwriting, meant their progress was satisfactory rather than good. The school provides a good range of opportunities to write for a range of purposes, as seen, for example, when pupils in Year 1 were being encouraged to write instructions for making a mask. Pupils enjoyed the task

and made gains in their understanding of this new aspect of writing. Overall, between Years 1 and 6, pupils, including disabled pupils and those with special educational needs, make satisfactory progress. Pupils are keen to learn and apply themselves well in lessons.

Quality of teaching

The majority of parents and carers who responded to the questionnaire said that their children are taught well most of the time. Teaching is improving, and there are examples of good teaching, but, overall, its quality is no better than satisfactory. In the Early Years Foundation Stage, there is consistently good teaching. Staff achieve a good balance between child-initiated play and adult-focused activities, during which staff use questioning well to expand children's thinking and communication.

In Years 1 to 6, the school's use of a theme to link a range of subjects works well and engages and interests pupils. For instance, a trip to Dalby Forest in Year 4 inspired pupils to write letters about their visit. They also used a wide range of investigative skills to explore their understanding of the forest environment. Teachers generally use questioning well to encourage pupils to think about their work. They use assessment information from the school's tracking system well to keep themselves informed about pupils' learning and this helps teachers to know what they need to learn next. However, teachers do not always plan specifically enough for the different needs of pupils in their class. Teaching assistants are also not always deployed in the most effective manner. The focus on improving pupils' skills in writing is beginning to have a positive effect. For example, the strategies employed in a Year 5 lesson, to help pupils share ideas and organise their thoughts before writing about myths, were evident in some appropriately structured and creative pieces. However, pupils' learning was not maximised because they were not given sufficient guidance on how to lift the work to the highest standard. Some marking of pupils' work is helpful but not all examples set pupils specific targets for their next steps in learning and pupils are not given time in lessons to act upon the feedback that is given.

Teaching plays a positive role in promoting pupils' spiritual, moral, social and cultural development. Pupils are often encouraged to work in pairs and this contributes well to their social development. In some lessons, they are also encouraged to reflect on what they have learnt. There is growing good practice across the school, as seen in a lesson in Year 6 when pupils were designing a new playground and enjoyed applying and extending their mathematical knowledge.

Behaviour and safety of pupils

Pupils are friendly, polite and generally conduct themselves well around the school. They were keen to talk to inspectors about their school and how much they enjoy their work. Behaviour is satisfactory overall. In most lessons, and at break and lunch times, pupils are usually well behaved; this was particularly notable in a singing assembly. They usually respond positively to all staff and get along well with one another. They particularly enjoy opportunities to work together in class, when they can share ideas and learn collaboratively with others. However, behaviour is not consistently good. Some pupils and their parents and carers said that behaviour is not as good as it should be. Pupils who met with inspectors acknowledged this, but what they described were minor incidents and disagreements. Pupils also told inspectors that bullying of any kind does not happen very often and that teachers sort out any problems quickly. The school provides good support for the few pupils who

sometimes have difficulties in managing their behaviour. Inspectors observed that in some less interesting lessons pupils lost some concentration and became restless.

Pupils feel safe and secure in school. They generally know how to keep themselves safe in a range of contexts, although their understanding of keeping safe when using the internet is less well developed. The school has successfully improved attendance and it is now average overall.

Leadership and management

The headteacher, well supported by the deputy headteacher, has a very clear vision for improvement. They have introduced a range of strategies to accelerate pupils' progress and their achievement and to improve all aspects of school life. The senior leadership team has been restructured recently. These relatively new strategies are beginning to take effect. This shows that the school has a strengthening and satisfactory capacity to improve further.

The headteacher has changed the assessment procedures for tracking pupils' progress, and staff participate regularly in meetings about pupils' progress to evaluate achievement. This has raised the awareness of staff of the need to focus closely on promoting pupils' progress. Leaders have developed a more rigorous programme for the monitoring of teaching, learning and performance. This has been closely linked to staff development to develop the expertise of teachers. While successful overall, leaders acknowledge that the best practice in teaching should be more widely shared. Monitoring is not sufficiently focused on evaluating progress in lessons or in pupils' books. Nevertheless, teaching and its impact on pupils' progress is improving overall.

The governing body has a clear understanding of the school's performance and provides appropriate support and challenge. The school's curriculum is broad and balanced, enabling pupils to develop their basic skills in a range of subjects. It has recently been reviewed and provides a range of exciting opportunities that pupils enjoy. Moral, social and cultural development is promoted well through the curriculum. Opportunities to promote spiritual development are less frequent. The school promotes equality of opportunity and tackles discrimination satisfactorily. Policies and procedures for safeguarding pupils are robust, meet statutory requirements and are monitored regularly. Risk assessment procedures are secure and careful checks are made of the suitability of adults to work with children.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



25 May 2012

Dear Pupils

Inspection of Stokesley Community Primary School, Middlesbrough, TS9 5EW

Thank you so much for welcoming the team when we inspected your school recently. We very much enjoyed talking with you and hearing how much you enjoy school. Thank you, too, for responding to the questionnaire. You go to a satisfactory school that is beginning to improve. These are some of the things that we found out.

- You are making satisfactory progress and reach average standards by the time you leave.
- Your progress has improved because the quality of teaching has improved.
- You generally behave well and usually get on well together. You told us that bullying happens occasionally, but that it is usually dealt with well.
- Your headteacher, staff and governors have good plans to make your school even better.

I have asked your headteacher, staff and governors to focus on three things to improve your school and help you to make better progress.

- Improve your progress in English by helping you to further improve your reading and writing. This includes improving how your writing is marked so you know exactly how to improve.
- Improve the quality of teaching so it is all good or better and making sure that teachers plan for all of your needs well. We have also asked the teachers to let you know how to be successful in your lessons and to always point out ways that you can improve when they mark your work.
- Make sure all the leaders in school check on how good your progress is in lessons and in your books.

You can also all help by making a special effort to improve your writing, including your handwriting.

Yours sincerely

David Shearsmith
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.