

Starbeck Community Primary School

High Street, Starbeck, Harrogate, North Yorkshire, HG2 7LL

Inspection dates

5–6 June 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils are working at and above the appropriate level for their age, particularly in reading and writing.
- Progress in English and mathematics for all groups of pupils is currently better than the national average.
- Provision in the Early Years Foundation Stage is outstanding.
- Teachers provide lessons that are well planned and pupils are involved in their learning.
- Pupils behave well during lessons and display positive attitudes to learning. They are courteous and polite.
- The leadership provided by the headteacher places a strong focus on raising attainment.
- Leaders and managers at all levels have high expectations and promote teamwork effectively.
- The governing body checks the work of the school rigorously and holds senior leaders to account for the quality of teaching and pupils' performance.

It is not yet an outstanding school because

- While attainment in mathematics has improved significantly since the previous inspection, not enough more-able pupils are attaining the higher levels of which they are capable.
- Pupils eligible for the pupil premium funding have made considerable progress in mathematics and English over the past year but the gap in performance with pupils nationally, although narrowing, still remains.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons across the school of which four were undertaken jointly with the headteacher. Inspectors looked at work in pupils' books and listened to some children read.
- Meetings were held with the headteacher and deputy headteacher, subject leaders, the Chair of the Governing Body, members of the School Improvement Committee and a representative from the local authority. Inspectors met with a group of pupils and talked to pupils during lessons.
- Inspectors took account of the 37 responses to the online questionnaire (Parent View) and considered 14 questionnaires completed by staff.
- The inspection team examined a number of documents, including the school's data on pupils' current progress, the school improvement plan, records relating to the checking of teaching and learning, evidence about how performance management is carried out, minutes of meetings held by the governing body and records and policies relating to safeguarding.

Inspection team

Christopher Keeler, Lead inspector	Her Majesty's Inspector
Lee Northern	Her Majesty's Inspector
Dr Sheila Kaye	Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is slightly larger than most primary schools nationally.
- Around a quarter of pupils are supported by the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and pupils whose parents are serving in the armed forces. This is in line with the average for schools nationally.
- The number of disabled students and those with special educational needs who are supported at school action, school action plus or with a statement of educational needs is above average.
- The proportion of pupils from minority ethnic groups is well below the national average as is the proportion requiring additional support because their first language is not English.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been no significant changes to staffing since the previous inspection.
- The local authority has established a specialist provision for pupils with behavioural, social and emotional difficulties on the school site. This provision is subject to a separate inspection and was not inspected at this time.
- Following the inspection in February 2012 the school was given a notice to improve.

What does the school need to do to improve further?

To improve pupils' achievements to outstanding, particularly the more-able and those eligible for support through the pupil premium, the school needs to take the following action.

- Improve the quality of teaching by:
 - providing more opportunities for pupils to deepen their understanding through activities that require them to reason and justify their answers
 - regularly checking pupils' progress during lessons and providing more immediate support or challenge
 - celebrating pupils' achievement in all subjects through good quality displays in all classrooms
 - ensuring that the marking of pupils' work always provides feedback that indicates how they may improve and that this is followed up during lessons.
- Improve leadership and management by:
 - making better use of the vast range of pupil data so that it is easier to compare the performance of different groups with those nationally.

Inspection judgements

The achievement of pupils

is good

- The overwhelming majority of parents who responded to the online questionnaire (Parent View) believe that their children are making good progress, and they are correct. When children start in the Early Years Foundation Stage their skills and knowledge are below those typical for their age. They make good progress and by the time they enter Year 1 they are equipped to access the national curriculum.
- Pupils are making good progress as they move through the school. This includes less able pupils, disabled pupils and those with special educational needs and those whose first language is not English. As a result, the legacy of underachievement and low standards is being successfully reversed.
- By the end of Year 6 standards in English and mathematics are broadly average. However, the proportion of pupils attaining the higher levels in reading and writing is in line with the national average. Pupils in Year 5 are on track to exceed expectations and this is supported by teacher assessment and pupils' work seen during the inspection.
- The attainment of pupils supported by the pupil premium is approaching that of the others because the additional funding is used effectively to increase their literacy and numeracy skills. In 2012 they were, on average, at least a year behind in English and mathematics. This year they have made good progress and the gap has been halved, with further improvements anticipated in 2013.
- From an early age pupils are acquiring skills in understanding the link between letters and sounds which help them to read unfamiliar words. As they move through the school a consistent feature of pupils' learning is how well they are able to read text and comprehend meaning.
- There is no significant difference between the progress made by girls and boys in either English or mathematics.

The quality of teaching

is good

- Achievement is good because the quality of teaching is good in all areas of the school.
- Teachers plan lessons that are imaginative and this captures and sustains pupils' interest. Pupils are engaged in their learning because activities are, generally, carefully matched to their abilities and teachers have good subject knowledge which is evident in the quality of their explanations and responses to questions.
- The quality of the relationship between staff and pupils is good. Pupils are encouraged to participate fully during lessons and this raises their confidence and self-esteem and influences their attitudes to learning. This is a key factor in ensuring that pupils make good progress.
- The use of assessment to check on pupils' progress is generally good. On occasions some teachers are identifying pupils' misconceptions during lessons well. However, they are not addressing them through further support and challenge as quickly as they might. As a result, progress can be inhibited.
- More-able pupils are not given sufficient opportunities, especially in mathematics, to deepen their understanding by being set activities that require them to think in different ways and explain their answers.
- The quality of marking is of a high standard. Pupils are informed about how well they are doing and what to focus on next. Sometimes suggestions about how pupils may improve their work are not always followed up during subsequent lessons and an opportunity to consolidate learning is missed.
- Pupils' work is celebrated in displays around the school. However, in some classrooms there is insufficient balance between information to aid learning and displays of work that will motivate and inspire pupils.

- The support provided by teaching assistants is good because they make a significant contribution to learning, whether through intervention programmes or by targeted support for individual pupils.

The behaviour and safety of pupils are good

- Pupils play well together and are polite when addressing adults and visitors to school. They appreciate the difference between right and wrong, feel happy and safe at school and cooperate well with each other.
- The overwhelming majority of parents who responded to the online questionnaire agreed that their children feel safe. Pupils confirm this and they say how happy they are at school and how much they enjoy their work.
- Pupils have a good awareness of various forms of bullying, including through texting and use of the internet. They appreciate how serious it can be and know that it is unacceptable in any form.
- The school's behaviour and racist incident logs confirm that there is little disruption to learning. On the rare occasions when incidents occur they are dealt with firmly and appropriate guidance is provided to prevent problems arising again.
- Pupils are able to work independently but on occasions they can get overexcited during lessons and this can get in the way of learning.
- Attendance is just above the national average. Attendance has improved over recent years because it is followed up without delay. It is no coincidence that, as attendance has improved, so has pupils' achievement.

The leadership and management are good

- Leadership and management are good as a result of accurate monitoring and well-administered performance management that has clear links between the quality of teaching and salary progression. This has been a significant factor in securing good progress and rising achievement.
- The headteacher has successfully tackled the areas for improvement identified at the time of the previous inspection. Teaching is good, achievement is rising, leaders at all levels are involved in monitoring teaching and learning and inconsistencies in the quality of provision in the Early Years Foundation Stage have been addressed.
- Mechanisms are in place to check pupils' progress and school leaders, including subject leaders, have a good understanding of the progress being made by individual pupils. This informs pupil progress meetings which are held three times a year when targets are set and teachers held to account.
- While a vast range of pupil performance data is available, senior leaders do not use it as effectively as they might to be aware of how groups of pupils are doing in comparison with similar groups nationally.
- The headteacher gives clear leadership because she has a clear understanding of the school's strengths and areas for development based on accurate self-evaluation, for example raising the achievement of more-able pupils and closing the gap in achievement for those eligible for the pupil premium funding, especially in mathematics.
- The headteacher and the deputy headteacher work well together and have a shared understanding of how improvements are to be realised. They have successfully conveyed this message to staff, who are keen to play their part in taking the school forward.
- Staff responses to the inspection questionnaire show that school leaders have a high level of support from staff in continuing to improve the school. They particularly appreciate the strong sense of teamwork that is a key feature of the school.
- The action taken to provide a broad curriculum helps to develop pupils' spiritual, moral, social and cultural development well.

- The school meets requirements for safeguarding pupils.
- The local authority has provided effective support for the school, particularly since September 2012.

■ **The governance of the school:**

- Members of the governing body are kept fully informed about pupils' achievement and teaching through regular updates from the headteacher and visits to school. Members are, therefore, conversant with the school's strengths and weaknesses and the actions that are in place to improve teaching and raise achievement. The sub-committee set up to monitor the work of the school since the previous inspection has played a major part in its development because it consists of members who have the appropriate skills, knowledge and experience to challenge the headteacher effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121398
Local authority	North Yorkshire
Inspection number	399759

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	258
Appropriate authority	The governing body
Chair	David Blakey
Headteacher	Carolyn Sandford
Date of previous school inspection	6 February 2012
Telephone number	01423 884780
Fax number	01423 880612
Email address	admin@starbeck.n-yorks.sch.uk

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