

Staveley Community Primary School

Minskip Lane, Staveley, Knaresborough, North Yorkshire HG5 9LG

Inspection dates 21–22 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- During their time in school pupils make good progress from their starting points to reach above average standards in reading, writing and mathematics at the end of Year 6.
- Progress in Key Stage 2 is particularly strong and has increased year on year in recent times.
- Good quality early years provision is led and managed well. Teamwork is strong and there is a relaxed yet purposeful working environment.
- The quality of teaching is good. Some teaching is highly imaginative, makes creative links between different areas of learning, and inspires pupils to do their very best.
- Since the previous inspection, school leaders and governors have taken steps to make sure that the school has continued to improve. Consequently, teaching has improved and standards have risen.
- Pupils' behaviour is excellent. Pupils are keen to learn and their conduct around school is superb. They say that bullying of any kind does not happen and they feel very safe in school.
- Pupils' attendance is much better than that seen at most other schools. Systems for keeping pupils safe in school are reliable and highly effective.
- All staff make lessons interesting and provide a good range of extra activities that enrich learning. Support staff and teaching assistants do a good job.
- The headteacher demonstrates excellent judgement. She has made well-informed decisions and has established a shared vision for the future of the school. She is supported by a capable team that has much strength and understands what needs to be done to improve the school further.
- The school curriculum is exciting and gives pupils the chance to experience success in many different areas.
- Governors are well informed about the school's academic performance, core values and current priorities. They have been successful in ensuring that pupils receive a broad educational experience.
- School leaders' evaluation of the school's work is clear, precise and ambitious for the future.
- Pupils are very well prepared for their future life and learning when they leave Staveley Primary School.

It is not yet an outstanding school because

- Achievement in Key Stage 1 is not as strong as achievement in other parts of the school.
- Sometimes, teaching does not adapt quickly enough to some pupils' learning needs.

Information about this inspection

- The inspector, accompanied by the headteacher, observed teaching in every class and also made several short visits to classrooms. In addition, the inspector observed a whole-school assembly, a dance class taught by a professional dancer, and listened to pupils read.
- The inspector observed pupils' behaviour, and the school's procedures, at the beginning and end of the school day, at breakfast club, lunch and break times, and when pupils were moving about the school or taking part in extra-curricular activities.
- Meetings were held with pupils, staff, school leaders, the Chair of Governors, and a local authority officer. A telephone conversation with a parent governor also took place.
- By the end of the inspection, there were 39 responses to the online questionnaire, Parent View. The inspector looked at these, talked to some parents at school, and considered the responses to Ofsted's questionnaire for school staff.
- A number of school documents were examined. These included information about pupils' progress, school improvement plans, and information about the work of the governing body. The work in pupils' books and on display, records relating to the quality of teaching, staff performance management, behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Martin Pye, Lead inspector

Additional Inspector

Full report

Information about this school

- Staveley Community Primary School is smaller than the average-sized primary school.
- Most of the pupils are White British.
- The proportion of disabled pupils and those with special educational needs is lower than the national average.
- The proportion of disadvantaged pupils at the school is well below the national average. The term disadvantaged pupils is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority. These pupils receive additional support from pupil premium funding.
- The school runs a breakfast club from 8.00 am each day and this was checked as part of this inspection.
- In the early years class, nursery-age children attend part time, and reception-age children attend full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The headteacher is the executive teacher of two schools: Staveley Community Primary and Kirk Hammerton C of E Primary. The assistant headteacher also spends time in both schools.
- Since the previous inspection, the school has grown from 47 to 80 pupils on roll.

What does the school need to do to improve further?

- Accelerate pupils' progress in Key Stage 1 so that pupils reach higher standards in reading, writing and mathematics at the end of Year 2 by making sure:
 - that teaching routinely provides opportunities to check on what pupils already know and can do and is then refined and adjusted in response
 - pupils do not spend too much time on unnecessary tasks that slow their learning.

Inspection judgements

The leadership and management are good

- Since the previous inspection, the school has continued to improve, owing to well-informed and ambitious leadership. The capable headteacher has a crystal-clear view of the school's current performance. She is quick to learn from past successes in order to drive forward further improvements. Her feedback to staff about their work is spot on and helps them to improve the impact of their teaching. Staff skills and expertise are deployed to good effect and all are aware of what still needs to be done if the school is to lift its overall effectiveness to outstanding.
- The executive headteacher divides her time between two schools. All school leaders are keenly aware of the benefits of sharing expertise and can speak with informed authority about the steps they have taken to ensure consistent leadership at Staveley.
- Thoughtful deployment of other key leaders at Staveley and across the two schools has worked to everyone's advantage. The leadership skills of the assistant headteacher and subject leaders have been developed through their work with both schools and by the responsibilities they have taken on when the headteacher is not on site. Wise decision-making and a climate of trust and accountability have created a united leadership team.
- The school's work to ensure equality of opportunity is excellent. Everyone is included and no-one is made to feel left out or treated unfairly. The school provides an exciting curriculum, supported by activities that introduce pupils to new experiences that help them to explore their own capabilities, stimulate their thinking and interests, and serve to broaden their horizons.
- The primary school sport funding is used to pay for some specialist teaching and to increase the range of sport and physical activity on offer in school and at after-school clubs. School records show that, in 2014, pupils took part in more sports tournaments than in previous years and attendance at after-school sports clubs increased by around 20%.
- During this inspection, pupils from Staveley and Kirk Hammerton worked with a professional ballet dancer in an activity that not only helped them to learn a new skill, but also taught them much about the wider world. A recent Shakespeare project with the Royal Shakespeare Company, which culminated in pupils performing at the Joseph Rowntree theatre, provides a superb example of how the school gets pupils to challenge themselves through memorable and worthwhile enrichment activities.
- Staff and pupils can explain how the school's core values, which include respect, honesty, tolerance and forgiveness, guide them in their thoughts and actions. Messages and experiences given through assemblies, school events, trips and day-to-day lessons all serve to reinforce caring and thoughtful attitudes and help pupils to learn about the lives and beliefs of others. There is no doubt that pupils leave Staveley Primary well prepared for their next school and for life in modern Britain.
- There are many lines of communication with parents, both formal and informal. The high level of parental interest in the school is apparent from the above average proportion of parent responses to Parent View, the majority expressing very positive views. Nevertheless, parental opinion about the quality of information they receive about their children's progress is more mixed, with 23% of parents thinking this aspect could be improved.
- The local authority provides a 'basic level' of support, because it judges the school to be doing well and has confidence in school leaders' proven ability to drive ongoing school improvement.
- Safeguarding procedures meet statutory requirements.
- **The governance of the school:**
 - The governing body is efficient and benefits from articulate and astute leadership. Governors' records, and explanations provided by the Chair of Governors, demonstrate a detailed understanding of the school's work, the quality of teaching and the progress made by pupils in different subjects and classes. Governors keep a close eye on the systems that challenge and reward staff for their work, and make sure that teaching staff are deployed to best effect.
 - Governors gain this insight through their visits to the school and from their analysis of data, school records, and reports from the headteacher. They understand the information they get because they have received training from the local authority and are quick to ask questions if something is not clear.
 - Governors know that the school's academic standards are 'on the up' and that current standards compare very favourably against national data. They are equally attentive to pupils' personal development and make sure the school offers a broad range of experiences that give all pupils the chance to try new things and experience success.
 - Intelligent financial management and strategic forward planning enable governors to anticipate future circumstances and plan accordingly. Consequently, the sharing of key staff with Kirk Hammerton School

has been, and continues to be, managed very well so that benefits are maximised.

- Funds for specific purposes, such as the pupil premium and primary school sport fund, are spent on extra help and activities that improve pupils' quality of experience and achievement at school.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. In class, at play, when moving around the school, or at out-of-hours clubs, pupils' conduct is exemplary. Pupils willingly help others, show keen interest in their work and talk confidently with adults and visitors about their 'great school'.
- School staff bring very positive attitudes to their work. They are quick to offer praise and, over time, have been remarkably successful at promoting high standards of behaviour. There is a clear sense of purpose and enjoyment throughout the school.
- Any pupils who need extra help with aspects of their behaviour or learning are supported and encouraged in a highly effective way. Discipline is calm and reasonable and, consequently, learning in all classes proceeds without disruption.
- Attendance is well above average. Lessons start promptly and pupils arrive at school looking smart, ready to learn and to do their best.
- Lunchtime in the dining hall is a very orderly and good-natured social occasion. Pupils display good manners, chat happily at tables and are quick to help out with any jobs that need doing. They show respect to all members of the school team.
- Outside on the playground, pupils enjoy one another's company. Older pupils show care for the younger ones and while some bumps and tumbles do occur from time to time, staff are quick to respond.
- Pupils are trusted to take responsibility and it is clear that they are used to doing so. They know the difference between right and wrong, understand the school rules and expectations, and act sensibly in all situations.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils are confident that bullying, in any form, does not happen at school and can explain how teachers have helped them to understand what to do if they ever feel worried or upset. Every parent who responded to the online questionnaire agreed that their children are looked after well at school.
- Pupils of all ages say that they know staff would help them if they had a problem. In addition, visiting speakers and information on display around the school help everyone to keep safety uppermost in their minds. Pupils who have joined Staveley Primary from other schools report that they settled in quickly because everyone is 'kind and friendly'.
- There are tight procedures for checking on attendance and following up absence. School records and observations of pupils and staff at work confirm that everyone understands the school's high expectations of behaviour and safety.
- Attentive supervision at the well-attended breakfast club means children are kept safe. Checks on record-keeping and procedures, and comments from staff, parents and pupils, all present a very positive view of the quality of provision at this before-school club.
- This is a school where pupils' well-being is given a very high priority. Pupils know they are valued, kept safe and that others will always help them, if needs be.

The quality of teaching is good

- Teaching across the school is good. In each class, pupils benefit from calm encouragement and all are keen to participate in lessons because their efforts and contributions are valued. Relationships, at all levels, are excellent.
- There is no weak teaching and some teaching, notably in Key Stage 2, is particularly strong.
- Pupils get a lot of work done. Exercise books are full of good quality work that is marked with thorough attention by teaching staff. Pupils of all ages can talk at length about how guidance from teachers helps them to check on and improve their own work and, across the school, practice is consistent, although a few of the comments written by teachers are hard to read.
- This attentive marking and regular checks on progress help all staff to keep a close eye on how well pupils

are doing and to plan lessons that build on prior learning in all subjects, including the key areas of reading, writing and mathematics. Teaching often makes creative links between subjects that require pupils to apply a wide range of skills in order to learn more. In one class, for example, pupils used data generated from recording each other's pulse rates during different activities, to plot graphs and make comparisons and predictions.

- In the main, teachers employ a range of effective day-to-day strategies to check on pupils' understanding and skill and then adjust their teaching in response; either to move learning on further or to recap and revisit aspects that have not been fully understood. During this inspection, a striking example of this was seen in a mathematics lesson when the teacher refined tasks with perfect precision. She could do this because she had listened carefully to the pupils' explanations and questions and discovered exactly what they needed to learn next. Work in books and conversations with staff and pupils confirm that this practice is frequent and effective.
- Occasionally, however, some teaching in Key Stage 1 does not pay enough attention to pupils' current level of understanding and moves on too quickly, so pupils cannot keep up. At other times, pupils spend time working on unnecessary tasks or routines that do not assist learning. This slows their progress.
- Teaching assistants are deployed to good effect. Effective teamwork and communication provide teaching assistants with an informed understanding of pupils' needs and the best ways to support them in their learning and school life. In addition, their help with extra-curricular activities means that this small school is able to offer many additional learning opportunities outside of normal school hours.
- Some specialist input, for example in drama, dance and sport, is superb. In recent times, pupils have benefited from some wonderful opportunities that not only enrich learning, but make a major contribution to their general well-being and awareness of life and opportunities beyond their immediate experience.

The achievement of pupils

is good

- From broadly typical starting points when they first start school, pupils make good progress and reach above average standards in reading, writing and mathematics at the end of Year 6.
- Progress across Key Stage 2 is particularly strong for all groups of pupils. Over the past three years, progress across this key stage has improved year after year and, in 2014, the school was in the top 14% of schools nationally for progress across Key Stage 2. The school work of current pupils in Key Stage 2 presents a similarly strong picture of attainment.
- The most-able pupils did exceptionally well in the 2014 Year 6 tests, with Level 5 and Level 6 attainment being well above that seen in most other primary schools.
- The numbers of pupils in each year group are small and, because of this, it would not be appropriate to report on any differences between the achievement of disadvantaged pupils and non-disadvantaged pupils. However, all groups of pupils are doing well when compared to any national data for the end of Key Stage 2. Over time, boys and girls achieve equally well.
- In Key Stage 1, progress in reading, writing and mathematics is good, but it could be better. In the past, the most-able pupils did not always reach high enough standards at the end of Year 2, but current work shows that the level of challenge has increased and the brightest pupils are now pushing ahead at a faster rate. Nevertheless, given their level of knowledge and skills at the start of Year 1, some of the middle-ability pupils are still not making the best possible progress across Years 1 and 2. While most pupils catch up in Key Stage 2, boosting progress in Key Stage 1 is a top priority in the school's drive to raise achievement to outstanding.
- Disabled pupils and those with special educational needs get good support that is appropriate for their individual needs and, consequently, they make good progress, both academically and socially.

The early years provision

is good

- Most children start in the nursery with typical levels of knowledge and skill.
- Good teaching, sensible routines and calm management mean that the children settle in quickly, are happy at school and enjoy learning. Teamwork is strong, but individuality is valued. A relaxed, conversational approach from teaching staff provides warm encouragement to all and helps children to form positive attitudes to learning and one another. Children display high levels of independence and their behaviour is excellent.
- Imaginative and effective teaching techniques hook children's attention and fuel their curiosity. Consequently, their progress across early years is good, with some children making strides forward in their

early literacy and numeracy. The proportion of children reaching a good level of development before starting in Year 1 is higher than the national figure and they are well prepared for school life and learning in Key Stage 1.

- Record-keeping is clear and helpful and individual learning journals provide an impressive account of children's early experiences and progress in Nursery and Reception. Regular communication between home and school keeps parents informed and involved in their children's education.
- This is a place where children's needs are known, their interests and talents are nurtured, and the joy of discovery is promoted. Children feel safe and secure at school and take pride in talking about what they are doing and the decisions that they have made.

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	121419
Local authority	North Yorkshire
Inspection number	449652

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	80
Appropriate authority	The governing body
Chair	Stuart Gentle
Headteacher	Emma Miller
Date of previous school inspection	26 May 2010
Telephone number	01423 340338
Fax number	01423 340338
Email address	admin@staveley.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



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 and as part of the inspection.

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 and 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 educational 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 St](#)
[Manchester](#)
[M1 2WD](#)

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

© Crown copyright 2014

