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Mrs Elisabeth Mellor
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Dear Mrs Mellor

Short inspection of Staveley Community Primary School

Following my visit to the school on 7 March 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. This school continues to be good and buzzes with aspiration and a sense of fun. One parent accurately commented that the school is 'very helpful, encouraging and collaborative'. Your quiet but steely demeanour sets a tone of persistent and relentless change in order to provide the very best for pupils. Each child is treated as an individual and their needs are effectively addressed. Pupils' tangible enjoyment at being in school and their positive attitudes to each other are clear to see. Your promotion of key school values such as courage, kindness, generosity, forgiveness and truth are much more than just words. They epitomise the ethos of the school.

You have worked hard to foster a committed and passionate team of staff. All share the same vision to see pupils thrive and become 'citizens of the future'. There is a tangible sense of purpose, energy and uncompromising ambition to see pupils flourish academically and in their all-round development. Teamwork and collegiality are the hallmarks of all adults in school. Teachers speak highly of senior leaders' support and trust in them. This has resulted from investment into their growth as teachers and leaders. A strong staff induction and coaching system is continuing to ensure high levels of proficiency in delivering consistently good teaching across school. In the end it is the pupils who benefit, allowing them to thrive academically and personally. It reflects the 'TIG' federation – 'togetherness inspires growth'.

At the time of the last inspection, leaders were asked to ensure that pupils in key

stage 1 made stronger progress so that standards of attainment by the end of Year 2 improved in reading, writing and mathematics. Improvements are not yet evident in nationally published data of pupils' outcomes and attainment by the end of Year 2. This has, typically, been below average. Nevertheless, significant improvements are now evident. This includes stronger progress made by current pupils, as seen in school assessment information. A new member of staff in the early years and Year 1 class was appointed earlier this year. She has improved the quality of teaching significantly. Expectations are high. Children and pupils display exemplary attitudes to their work. Written work in pupils' books, for example, shows rapidly improving writing skills. Care is taken with handwriting and presentation. Most letters are correctly formed and written on lines. Not all pupils in key stage 2, however, show such commendable commitment to high-quality handwriting and standards of presentation.

The annual calendar of checking and evaluating the work of the federation is thorough and meticulous. There are a number of events scheduled for every week of the school year. Leaders of all subjects undertake monitoring activities, including the analysis of work in books. These systems ensure that school development planning is based on accurate and perceptive self-evaluation. Priorities are clear and milestones for evaluation allow governors to hold leaders effectively to account. Subject leaders discussed with me the recent changes in curriculum planning. Leaders agreed that changes in the four-year rolling programmes of topics still need to be embedded. A meticulous approach to teaching and learning is designed to ensure that pupils make good progress in their learning in every curriculum subject.

Safeguarding is effective.

Safeguarding is effective. The school site is secure and signing-in procedures are effective. The school's single central record is accurate and contains all the relevant information. There are thorough checks on the suitability of adults to work with children. Records are diligently maintained and reviewed by the school's administrator. Record-keeping is of very high quality and reflects the school's determination to ensure that all pupils are safe. The designated safeguarding governor told me about checks on all legal documentation. As the designated safeguarding leader, you fulfil the role with responsibility and attention to detail. The school's meticulous approach to safeguarding ensures that the few concerns are carefully recorded. Every piece of information, no matter how small, is considered and not lost.

The culture of keeping pupils safe and putting them at the heart of the inclusive, friendly school community is evident. Pupils state that no bullying happens at school at any time. They have a good understanding of the causes of bullying and its different forms. Pupils' behaviour is good. They know how to stay safe out of school, including when near water, and explained what made them safe in school. This includes regular fire drills and 'lockdown' practices after three short blasts on a whistle. Pupils are clear about e-safety. They know never to give personal information or post photographs, and what to do if inappropriate content appears.

Pupils have full trust in their teachers and teaching assistants who look after them. Pupils' excellent caring attitudes were reflected in their responses to an assembly on forgiveness. In the responses to the inspection questionnaire, nearly every parent said they would recommend the school to another parent and stated that their children were safe. One parent accurately stated that 'The school has a wonderful, caring ethos that filters down to the children.'

Inspection findings

- Children in the early years and pupils in Year 1 are now reaching their full potential. Staff are skilled in their role in children's learning, including in child-initiated creative play. Lessons are carefully planned to reflect what children and pupils know and can do. They are inspired to do their very best, and are fully engaged in the thrill of exploring, discovering and finding out new things. During the inspection, children and pupils creatively wrote a set of instructions on how to make a 'tree boggart' – a piece of artwork attached to trees outside. Most were able to write in sentences, mainly punctuated correctly, with some children writing at length. A few children from Reception and Nursery worked with an adult to count to 20 using one-to-one correspondence, but also counting in 10s. Resources are used well to fire imagination and secure children's engagement.
- As part of World Book Day in the week of inspection, all pupils were asked to bring to school their favourite book, wrapped in brown paper, and clues to its identity. Pupils asked perceptive questions, and clearly demonstrated their love of reading. Pupils who read to me during the inspection did so with enthusiasm and expression. Although the number of pupils in each year group is very small, school assessment information and work in pupils' books shows that all are now making strong progress in their learning. There is also a much larger proportion in each year group working at greater depth in their learning than last year. This includes children in the early years and pupils in Year 1. Making sure that strong progress is maintained through the key stage is an important next step.
- There is no doubt that the school is fully committed to the well-being and safety of all its pupils. I read many positive comments from parents during the inspection. For example, one described the school as having 'a wonderful, caring ethos' and another said that staff 'genuinely care for our children'. Following my visit, I concur with these views. Pupils are settled, confident and highly motivated to learn. This is, in part, because they feel secure and, rightly, feel important. Assemblies are based around the key values of the school. Pupils enthusiastically sang 'Human' by Rag 'n' Bone Man as part of an assembly raising issues of making mistakes and being forgiven. Pupils are given opportunities to solve problems, become resilient and lose the fear of failure. Systems to keep pupils safe are thorough and meticulous. Every advantage of being in a village school, in which everyone is respected and is seen to be important, is seized.
- Pupils in key stage 2 are continuing to achieve very well. Pupils in Years 3 and 4 were completing mathematical reasoning activities to develop their understanding of capacity. They explained how to calculate the capacity of a larger jug by using jugs of 400ml and 700ml capacity. Pupils were also preparing for the annual debating competition between local schools. Pupils are able to use high-level

vocabulary and sentence structure to argue the case for abandoning school uniforms. Comfort and individuality were among their main reasons. Not all pupils' strengths in speaking and debating are matched by equally high-quality presentation and handwriting. This is often because teachers' expectations are not yet consistently high across school.

- In a short space of time, a purposeful, engaging and unique curriculum has been planned and put into place. You have ensured that a thread of cultural diversity runs through all topics in the four-year rolling programme. Leaders speak clearly about how the school promotes the inter-connectivity of learning and the need to develop transferable skills in learning for pupils. Pupils' responses to a detailed school questionnaire have been pivotal in making changes to key aspects of school life, and in designing the curriculum to address the needs of pupils in this rural context. My visits to classes certainly presented a range of teaching, from analysing the pitch and tempo of a piece of classical music to understanding aspects of physical and human geography comparing Benin in West Africa to the UK. Embedding these recent changes to the curriculum and ironing out initial wrinkles over a four-year cycle of topics is the next step.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils' progress in reading, writing and mathematics in key stage 1 continues to improve
- teachers in all classes share equally high expectations of the quality of pupils' handwriting and presentation
- recent curriculum changes are embedded so that pupils to make even stronger progress in subjects beyond English and mathematics.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for North Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Phil Scott
Ofsted Inspector

Information about the inspection

During the inspection, I met with you, the assistant headteacher, and two subject leaders. I held a meeting with a group of governors, including the chair and vice-chair. I met with the school's administrator and held a telephone conversation with

the school's improvement adviser. Alongside you, I visited lessons in each key stage and reviewed a sample of pupils' workbooks. I spoke to pupils about their work and their views of the school. I observed behaviour at breaktimes and considered a range of documents relating to safeguarding. I examined the school development plan and the school's evaluation of its own performance. I scrutinised records of the evaluation of teaching and learning and of current pupils' progress and attainment. I analysed the published data of statutory assessments for 2016, 2017 and 2018. I reviewed the 26 responses to Ofsted's online questionnaire, Parent View, 24 free-text responses from parents and the nine responses to the staff questionnaire. In addition, I scrutinised the school's website.