

Inspection of a good school: Staveley Community Primary School

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

Inspection dates:

8 May 2024

Outcome

Staveley Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils, parents and carers and staff are, rightly, proud to be part of this school's community. The school's friendly and welcoming atmosphere enables new pupils to settle quickly. They soon feel part of the school's 'family'. Adults foster strong, positive relationships. Pupils know that they can go to an adult if they are worried about something. Pupils are caring and courteous towards their peers. They know and understand the school's expectations of them. They demonstrate these expectations positively in their conduct in class and around school. Older pupils recognise that they are role models to those in younger year groups. Pupils play harmoniously at breaktimes. They demonstrate high levels of independence.

The school has experienced several changes during the current academic year. A significant increase in the number of pupils has resulted in the creation of an additional class. Pupils speak positively of this change. They told inspectors that the smaller class sizes help them to concentrate on their work. The school has high expectations of all pupils. Pupils achieve well. There is compelling evidence to suggest that the recent changes to class organisation and the curriculum are further supporting the school to realise its high ambitions for pupils.

What does the school do well and what does it need to do better?

Leaders, including those with responsibility for governance, have taken judicious decisions to respond to the recent changes that the school has experienced. They have maintained a clear focus on providing a high-quality education for pupils, including those with special educational needs and/or disabilities (SEND). The school ensures that developments do not adversely impact on staff workload. Staff feel well supported in their roles. Leaders are realistic in their evaluation of the school. They recognise that some of their actions require time to embed. Nonetheless, pupils are benefiting from what has already been established.

The school has recently revised its curriculum. This aligns well with the changes in class organisation. The school has clearly mapped out the important knowledge and skills that pupils must learn. It has ensured that modifications to the curriculum do not create gaps in pupils' learning.

Teachers provide frequent opportunities for pupils to revisit and build on prior learning. They use high-quality resources for pupils to engage in their learning. Pupils access these with confidence and independence. Over time, pupils make connections to what they have previously learned and new concepts. For example, some pupils explained to an inspector how they have used their knowledge about fractions to apply to concepts about time. The school is aware that, for some subjects, more time is needed to evaluate the impact of the curriculum on pupils' learning. This is particularly the case for subjects at an earlier stage of development.

The school provides strong provision for pupils with SEND. It ensures that actions to support pupils' learning and development needs are clearly identified. The school regularly reviews these actions. Teachers benefit from training provided by the school. This enables them to effectively adapt and develop the curriculum to support all pupils within lessons.

Children in the early years have settled well into their recently relocated classroom. They cooperate well with each other in their play. Adults provide purposeful opportunities to support children's learning. They effectively promote language and communication through their interaction with children. The school is ambitious in its intention to develop the outside provision further. Children in Nursery join in enthusiastically with rhymes and songs. In Reception, children learn to recognise the sounds that letters represent from the beginning of the academic year. They learn to segment and blend words with increasing confidence. The classroom provides frequent opportunities for children to read and use vocabulary connected to their learning. For example, during the inspection, children were learning about the growth and development of chicks that were hatching. Children engaged in activities that helped them to describe what they observed and have learned about the process.

The school has successfully implemented a consistent approach to the teaching of phonics. Most pupils gain a strong grasp of phonics by the end of Year 1. The school regularly checks that pupils confidently use their phonics knowledge in their reading. This helps pupils to read with increasing fluency and accuracy. Most pupils enjoy reading. The school provides regular opportunities for pupils to read texts from different genres and by a variety of authors. Pupils recognise how this enables them to learn about different viewpoints and perspectives. Older pupils told an inspector that their experience of reading has supported the development of their writing.

Pupils participate in some extra-curricular clubs offered by the school. Members of the school parliament help to plan events to raise money for charity. Through these, pupils learn how their actions positively contribute to the local community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some actions to develop the school have only recently been implemented. They need time to establish before the full impact of them is realised. The school should further embed the actions that have been started to develop the school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121419
Local authority	North Yorkshire
Inspection number	10322992
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair of governing body	Helen Wyman
Headteacher	Lauren Evans
Website	www.staveley.n-yorks.sch.uk
Date of previous inspection	7 March 2019

Information about this school

- The school is smaller than the average-sized primary school.
- It is part of Togetherness Inspires Growth (TIG) federation. This comprises of three schools: Kirk Hammerton Church of England Primary School, Long Marston Church of England Voluntary Controlled Primary School and Staveley Community Primary School.
- The headteacher started in September 2023. She is the executive headteacher of the three schools in the federation.
- An assistant headteacher works across the federation. The school has a base leader who works in the school.
- Since the beginning of the academic year, 19 pupils have joined the school. As a consequence, the school re-organised its class structure from three to four classes. The early years classroom changed location within the school building. A new teacher joined the school in January 2024.
- The proportion of pupils who are eligible for free school meals is well below the national average.
- The proportion of pupils with SEND is above the national average.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the headteacher, assistant headteacher, base leader and special educational needs coordinator.
- The lead inspector met with representatives from the governing board.
- The lead inspector met with the school's improvement partner from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed responses to Ofsted's survey, Ofsted Parent View. They also spoke to some parents at the beginning of the school day. Responses to Ofsted's staff survey were also considered.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

Karen Smith

Ofsted Inspector

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