



Staveley Community Primary School

Inspection Report

Unique Reference Number 121419
Local Authority North Yorkshire
Inspection number 292110
Inspection dates 11–12 September 2006
Reporting inspector Robert Robinson

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Thorndikes Lane
School category	Community		Staveley, Knaresborough
Age range of pupils	5–11		North Yorkshire HG5 9LQ
Gender of pupils	Mixed	Telephone number	01423 340338
Number on roll (school)	32	Fax number	01423 340338
Appropriate authority	The local authority	Headteacher	Mrs Androulla Jefferies
Date of previous school inspection	21 January 2002		

Age group	Inspection dates	Inspection number
5–11	11–12 September 2006	292110

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a much smaller than average-sized primary school. Almost all children are of White British heritage. The socio-economic circumstances of the area are above average. Attainment on entry to the Reception class varies from year to year because of the small numbers in each year group. The proportion of children with learning difficulties and/or disabilities is below average. During 2005/2006 there was significant turbulence of staffing. The school was led from October 2005 by a consultant headteacher and acting headteachers. The present acting headteacher joined the school in April 2006 with continued support from the consultant headteacher.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, a view which agrees with the school's own evaluation of its effectiveness. It provides satisfactory value for money. The acting headteacher provides good leadership and has made significant improvements in the management of the school during the short time she has been in post. She has identified well what needs to be done to move the school forward at a faster pace and speed up pupils' progress. Already, steps to raise standards have been put in place; for example, to ensure that pupils' progress is checked accurately and that pupils are set challenging targets. Leadership and management, including governance, are satisfactory.

The quality of teaching and learning is satisfactory leading to satisfactory achievement. Pupils attain broadly average standards. However, during 2005/2006, pupils in Year 2 did not achieve well enough because of weaknesses in teaching. These deficiencies were correctly identified by the school's leaders and firm action has now been taken to rectify the situation. The curriculum, including provision in the Foundation Stage, is satisfactory. However, insufficient opportunities are available for pupils to use their skills in information and communication technology (ICT) to help them to learn in other subjects. Pupils' personal development is satisfactory. They enjoy coming to school and their attendance is good. This benefits their learning.

Pupils are well cared for and the school works hard to provide a safe working environment. Support for pupils' academic guidance is no better than satisfactory due to previous inaccuracies in assessing how well pupils were progressing. The school is at an early stage of setting up systems for checking that pupils' progress is good enough. In addition, the marking of pupils' work is inconsistent and ranges from unsatisfactory in Year 2 to very good in English in Year 6. Where marking is unsatisfactory, pupils do not appreciate how well they are doing and what they must do to improve. In Year 6, pupils are set challenges to spur on their learning and this motivates them well and helps them to meet their targets successfully.

When account is taken of recent positive developments, satisfactory improvement has been made since the last inspection. The new leadership, with support from the local authority, governors and most parents, provides the school with good capacity to improve. Parents have been anxious about changes of leadership over the past year, though most remain supportive. As one parent remarked, 'The school appears to be moving forwards again under new leadership and we look forward to a better future.'

What the school should do to improve further

- Improve the marking of pupils' work so that they understand how well they have done and what they must do to improve.
- Make better use of assessment information to track pupils' progress and set challenging targets in order to raise standards.
- Provide more opportunities for pupils to use ICT to support their learning in other subjects.

Achievement and standards

Grade: 3

Standards on entry to Reception are around those expected nationally. During the Reception year, children make satisfactory progress. At the end of Year 6, standards vary from year to year from broadly average to above average because of differences between groups of pupils within a small school, but are average overall. In the 2006 national tests, all Year 6 pupils achieved the level expected for their age and most of them achieved the higher level, particularly in English. These particular pupils made good progress relative to their attainment at the end of Year 2, but overall, pupils' progress and achievement is satisfactory.

Personal development and well-being

Grade: 3

Older pupils have a mature attitude to their work and show a good example to younger ones in work and play. Some younger pupils find settling down to work and concentrating difficult, particularly when not working with an adult. Pupils enjoy being at school and this is reflected in their good attendance. Behaviour is satisfactory and bullying is not an issue at the school. Pupils feel safe and cared for by staff and other children. They know how to maintain a healthy lifestyle. Pupils' spiritual, moral, social and cultural development is satisfactory. Older pupils take on responsibilities to help in the smooth running of the school and show care and consideration for younger children. Pupils have a clear understanding of right and wrong. Assemblies provide appropriate time for reflection. Pupils have limited understanding of the rich and diverse culture of Britain today, although they learn about major world faiths in religious education lessons.

Quality of provision

Teaching and learning

Grade: 3

Lessons are planned carefully and interest pupils. Pupils of all abilities are provided with good support because of generous staffing levels. Teachers encourage pupils to work together, but some pupils find it hard to work independently. Examination of pupils' work for the previous academic year showed inconsistency in the quality of teaching. For example, the marking of work in Year 2 was unsatisfactory and pupils did not make sufficient gains in their learning during the year. Comments on unacceptable work were on occasions too complimentary. In contrast, the marking of work in Year 6 was satisfactory in most subjects, though of a high standard in English. In English, targets were set for pupils to reach and the comments related helpfully to the pupils' progress towards achieving them. This detailed attention to marking contributed to almost three quarters of pupils in Year 6 reaching the higher level in the 2006 national tests.

Curriculum and other activities

Grade: 3

A broad range of activities meets the interests and needs of all children, with a suitable focus on developing pupils' skills in literacy and numeracy. However, ICT resources, such as interactive whiteboards and computers, are not used well enough to stimulate pupils' interest in learning. Provision in the Foundation Stage is satisfactory and the outdoor area is used well to develop children's skills in all areas of learning. The needs of children with learning difficulties and/or disabilities are met satisfactorily throughout the school. Lessons in personal, social, health and citizenship education have been introduced from the beginning of the current academic year in order, for instance, to foster pupils' personal development. The curriculum is enriched through special activity weeks, such as an arts week, as well as by visitors and educational visits.

Care, guidance and support

Grade: 3

This aspect is satisfactory. All requirements for child protection are in place. Health and safety and risk assessment procedures promote a safe environment. Parents and pupils agree that children are looked after well. In the past, the assessment of pupils' attainment was found to be inaccurate at the end of Year 2, which made it difficult to measure their progress in subsequent years. The school's leaders have set about checking all pupils' attainment in order to create a secure basis for tracking how well each is progressing.

Leadership and management

Grade: 3

Much has been done recently to improve the leadership and management of the school. The acting headteacher's and the consultant headteacher's strong leadership and clear vision have, during their short time at the school, identified accurately the school's strengths and weaknesses. Together with governors, they have identified effectively what needs to be improved. Already, standards at the end of Year 6 have risen as a result of the focus on improving achievement. Although it is too early to assess fully the impact of the enhanced support and guidance for teachers, there are indications of an improvement in the quality of teaching. Parents are mostly supportive of the school. Most indicate confidence in, and support of, the current leadership.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school. I enjoyed my visit and I want to share with you what I think about your school. Firstly, I agree with what a member of the school council stated, 'Staveley is an OK, happy school though there are things that can be improved'.

What I liked most about your school

- The acting headteacher and governors know how to make your school better.
- You are polite and friendly and older pupils look after younger ones well.
- Your attendance is good and you enjoy school.

What I have asked your school to do now

- Mark your work helpfully so that you understand how well you are learning and what you must do to improve.
- Set targets for you to reach in your learning and keep a close eye on your progress towards these.
- Provide more opportunities for you to use information and communication technology to help you learn.

I appreciated talking to you about your work and watching you learn. I trust that you will work with the acting headteacher and other staff to help them to improve the school. I wish you well for the future.