

Starbeck Community Primary School

Inspection report

Unique Reference Number	121398
Local Authority	North Yorkshire
Inspection number	313976
Inspection dates	14–15 October 2008
Reporting inspector	Alison Thomson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	268
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Daniel Maguire
Headteacher	Mrs Judy Morris
Date of previous school inspection	7 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	High Street Starbeck Harrogate North Yorkshire HG2 7LL

Age group	4–11
Inspection dates	14–15 October 2008
Inspection number	313976

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Age group 4–11

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Starbeck is a larger than average primary school. There is Early Years Foundation Stage (EYFS) provision in a Nursery and two Reception classes. The proportion of pupils eligible for free school meals is average. The large majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is lower than average. This includes a group of pupils who have behavioural, social and emotional difficulties. The school has many awards, including the Basic Skills Quality Mark 2006 and the Healthy Schools Award, renewed in 2006. Before-and after-school childcare on the school premises is managed by a private provider.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Starbeck is an effective school where pupils achieve well and have outstanding personal development. It is a truly inclusive school where careful attention is paid to the needs and interests of all pupils. As a result, the school has improved greatly and is successful. Parents are overwhelmingly positive about the school. These quotes sum up the views of many, 'A super school where my child always comes home motivated and interested in learning' and, 'I have nothing but praise for the school – the staff and the facilities are second to none.'

The school's excellent leadership and management are central to its success. The drive of the headteacher, the excellent support by leaders at all levels and very strong governance have ensured clear improvements in many areas. These include the provision in the EYFS, the curriculum, standards at the end of Year 2 and the personal development and well-being of pupils. The outstanding, imaginative curriculum and good quality, stimulating teaching result in pupils thoroughly enjoying their education and achieving well. Pupils describe their school as, 'A fun school – a great place to learn.' Achievement is rising. It is good throughout the main school and outstanding in the EYFS. Children enter Nursery with skills that are generally well below those expected for their age. At the end of Year 6, standards are securely in line with those seen nationally. There is a real determination to drive up achievement and standards, although the rise in the standards reached by higher attaining pupils has not been as fast as that of their peers. Higher attaining pupils are not always sufficiently challenged in lessons to help them reach the standards they are capable of. The school monitors achievement rigorously and any sign of underachievement is addressed through effective, well thought out strategies. This has resulted in particularly good improvements in areas such as mathematics and reading. Parents are strongly encouraged to work with the school and play a large part in improving their children's education.

Pupils are supported well, and effectively guided to help them improve their work. Care for pupils is strong. Pupils who have learning difficulties and/or disabilities are particularly well looked after. There is a family-like atmosphere in the school that results in pupils growing into mature young people. Pupils talk of the importance of looking after each other, through their role as buddies in befriending younger pupils. They believe that the school values their views and they are proud of being responsible for brightening up the building with its coloured archways. Pupils' spiritual, moral and social development is excellent. Their cultural development is good, although there limited opportunities for pupils to gain a full understanding of the multicultural nature of modern Britain. Pupils understand well the importance of being healthy and they feel that the school looks after them well. They have good standards of behaviour and say that it is just a small minority of pupils who do not behave as they should. The way that pupils have embraced the school's culture of respect and high values, along with their good achievement, ensures that they are well prepared for their future.

This is a school that knows itself well and one that is in no way complacent. The excellent leadership and management and many improvements seen since the previous inspection confirm that the capacity to improve even further is outstanding

Effectiveness of the Early Years Foundation Stage

Grade: 1

Home visits and strong links with the local children's centre enable all children to thoroughly enjoy their first taste of school. They enter with knowledge and skills that are well below those expected. However, they settle quickly as a result of the high quality care and support, and quickly develop an appetite for learning and an understanding of how to behave well. Parents recognise this in their comments such as, 'My child loves attending and we can already see the learning process in action.' Children make outstanding progress to reach expected levels by the end of Reception. This is as a result of high quality teaching and carefully planned stimulating activities, which spark children's curiosity and support their learning. Independent learning skills are thoughtfully developed through a careful balance of teacher-led and child-initiated activities. Knowledgeable, skilful teachers plan creatively together to ensure that all children benefit from a range of exciting learning experiences both indoors and outdoors – rain or shine. Teaching assistants are well trained and work closely and successfully with small groups and individuals to ensure that all children's needs are effectively met. The EYFS is extremely well organised and managed. Assessment procedures are robust and used well to plan the next steps in learning. Welfare procedures are securely in place and result in children who feel happy and safe as they learn. Several children were seen continuing to sing their nursery rhyme as they washed their hands. A strong emphasis on supporting children's social and emotional needs is a significant factor in the outstanding progress children make.

What the school should do to improve further

- Raise standards, particularly for the higher attaining pupils.
- Provide more opportunities for pupils to learn about the multicultural nature of British society.

Achievement and standards

Grade: 2

Pupils achieve well throughout their time in school. Pupils who have learning difficulties and/or disabilities and those for whom English is not their first language benefit from experienced and well focused support. As a result, they make particularly good progress. Pupils enter Year 1 with standards that are broadly average and by the time they reach the end of Year 2 their good progress ensures that standards overall are just above those seen nationally. Standards in all areas have improved rapidly over the past two years and in mathematics they are now above average. In Years 3 to 6 progress has also improved recently and it is now good. Standards overall at the end of Year 6 are securely in line with those seen nationally. This represents good achievement from their lower starting points in previous years. A strong focus on mathematics has resulted in particularly good progress this year. One Year 6 pupil commented, 'We like maths because we get exciting problems to solve.' The improved progress throughout the school is helped by the school's excellent tracking systems to identify any pupil who is underachieving. When this happens, well thought out strategies are put in place that involve working closely with the pupils and their parents. While the standards reached by the highest attaining pupils have improved, this improvement is not yet quite as rapid as that of their peers.

Personal development and well-being

Grade: 1

The school successfully ensures that pupils believe in themselves, develop excellent interpersonal skills and feel a real sense of belonging to their school community. 'I love coming to school,' is a view shared by many. Pupils have been involved well in improving behaviour, using friendly descriptors, such as 'wow' and 'wobbly'. This has resulted in happy, courteous pupils who behave well and thoroughly enjoy their learning, as is reflected in their good attendance. Spiritual, moral and social development is outstanding and cultural development is good. Pupils talk of assemblies offering time for reflection and supporting them in managing their own feelings. 'One assembly helped me to control my anger,' quoted one pupil. A high level of trust and respect leads to strong relationships throughout the school and very positive attitudes to learning. Pupils show a high level of care and concern for each other in the way they work in class and also in the many opportunities to take responsibility. Lunch card leaders, who escort younger pupils to lunch, all talk of feeling proud in this supportive role. Pupils readily take part in a very wide range of sporting activities and talk with confidence about how to have a healthy lifestyle and keep safe. All pupils develop key life skills to a good level, preparing them well for the world of work.

Quality of provision

Teaching and learning

Grade: 2

Teaching is lively and engaging. As a result, pupils participate enthusiastically in lessons. A particular strength is the good quality of relationships that exist between adults and pupils, creating a positive climate where all pupils feel valued and want to be involved. This was particularly apparent in a Year 4 mathematics lesson where every pupil immediately put their hand up when the teacher asked, 'I need a volunteer.' Pupils are often encouraged to think creatively and they enjoy the increasing independence they are given. In a Year 1 English lesson pupils worked effectively with their learning partners to plan imaginative stories, such as animals emerging from the jungle into the classroom. Teachers' careful planning and teaching assistants' high quality of support ensure that those pupils with learning difficulties and/or disabilities progress at a good rate. Teachers share with pupils what it is they should be learning, but sometimes this is not in terms that pupils can understand easily. As a result, some pupils are not fully involved in assessing their own learning. On occasions, the higher attaining pupils are not always given sufficiently challenging work to help them reach higher standards. Marking is carried out regularly and generally informs pupils well of the next steps to improve their work.

Curriculum and other activities

Grade: 1

The curriculum is excellent in the way that it is built round the needs and aspirations of the pupils. It provides well planned imaginative opportunities for all pupils to learn and contributes effectively to the rising standards and achievement. There is good integration of literacy, numeracy, and information and communication technology (ICT) into other areas, and thoughtful links between subjects. The Second World War was brought to life well in a project that involved pupils evacuating to Knaresborough by train, complete with gas masks, and waved off by 'tearful' participating parents. Pupils' personal development is promoted extremely well through

discussions in circle time sessions and personal, social and health education lessons. They are taught how to respect others and express their feelings in a most sensitive way. As a result, they cooperate well in lessons and listen attentively to each other's points of view. Pupils benefit greatly from a wide range of enrichment activities, which add purpose and meaning to learning. They participate enthusiastically in the many lunchtime and after-school clubs on offer, which include various sporting activities and gardening. They are particularly proud of their involvement in 'Starbeck in Bloom' and growing fruit and vegetables for the local community. Pupils talked enthusiastically about trips, including rock climbing, where one pupil said, 'It helps us learn to work as a team.'

Care, guidance and support

Grade: 2

This inclusive and caring school excels in supporting the whole community it serves. This is reflected in the overwhelming number of parents who believe their children are well cared for and safe. They talk of 'a real community spirit', appreciate the warm welcome they receive and are keen to take part in the many activities on offer to help them to support their children. High quality guidance and support for the most vulnerable pupils ensures that they are able to overcome barriers to learning, feel a sense of belonging and make good progress. One pupil spoke for many others when she said 'We help each other here.' Safeguarding measures are in place and meet current government requirements. Pupils say they feel safe and happy. They trust the adults who work with them and know where to turn for help. Academic guidance is strong but the support pupils receive in guiding the next steps in their learning is inconsistent.

Leadership and management

Grade: 1

The headteacher provides excellent leadership and management for the school and has very successfully created an ethos of high expectations where everyone feels valued, cared for and respected. The many improvements in the provision have resulted in rising standards and pupils' outstanding personal development and well-being. Along with her senior leadership team, the headteacher has instilled a culture of self-reflection and accountability among the staff, leading to improvements in teaching and learning. Middle leaders are highly effective and play an important, pivotal role in ensuring that systems run effectively. Governors know and understand the needs of the school extremely well, playing a large part in first-hand evaluation of strategies such as those to improve reading. Excellent self-evaluation and tracking systems ensure that the needs of every child are well known and underpin the rising standards and achievement. There are many strong links with the local community that allow pupils to develop better understanding of the national and global communities. However, there are limited opportunities for pupils to appreciate the multicultural make up of British society. The school works extremely hard with parents to involve them as fully as possible in their children's education. This is having a significant impact on both the progress and the personal development of pupils.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

What a warm welcome the inspection team received when we visited your school! Thank you very much. We enjoyed meeting you and seeing all the exciting things that you do. You believe that your school is a good one that 'makes learning fun' and we agree with you.

Here are some of the things that we think are going particularly well.

- You love coming to school and you are very keen to learn.
- You look after each other well, in roles such as buddies and lunch card leaders.
- You understand well what it means to be healthy.
- Your headteacher is an excellent leader.
- The adults in school make sure that you are safe and well cared for.
- Teachers make your lessons exciting and listen carefully to your ideas.
- Children in the Nursery and Reception classes do particularly well.

We have asked your headteacher to:

- raise standards, particularly for those of you who find work easier than others
- provide more opportunities for you to learn about the cultures of the different groups of people who live in Britain today.

You can help by asking your teachers to make it very clear how you can help check how well you are doing in your lessons. You can also ask to find out more about the different groups of people who live in our country.

We would like to thank you once again for a most enjoyable visit to your school. As your school motto indicates, may you continue to 'reach for the stars, to be the best that you can be'.