

Stakesby Community Primary School

Inspection report

Unique Reference Number	121353
Local Authority	North Yorkshire
Inspection number	327462
Inspection dates	29–30 April 2009
Reporting inspector	Robert Robinson

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	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	277
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	Cllr Jane Kenyon
Headteacher	Mr Roy Gunning
Date of previous school inspection	25 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Byland Road Whitby North Yorkshire YO21 1HY

Age group	3–11
Inspection dates	29–30 April 2009
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is an above average sized school. The socio-economic circumstances of the area are broadly average. An above average proportion of pupils are eligible for free school meals. A below average, though increasing, number of pupils have learning difficulties and/or disabilities. Almost all pupils are from White British backgrounds. No pupils are at an early stage of learning English as an additional language. The Early Years Foundation Stage provision consists of Nursery and Reception classes.

The school has achieved Activemark, Basic Skills Quality Mark, Healthy School, Eco and Inclusion Mark awards and has reached the Financial Management Standard in Schools (FMSIS). The headteacher started his appointment at the start of the summer term 2009.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Stakesby Community Primary School provides a satisfactory education for its pupils. Standards are broadly average by the end of Years 2 and 6, but standards in writing are below average. Academic achievement is satisfactory. However, pupils' personal development is good. Equal opportunities for all are fostered satisfactorily. Parents are overwhelmingly pleased with the school and they praise highly all aspects of its work.

A strength of the school is pupils' personal development, including their spiritual, moral, social and cultural awareness. The extensive school grounds are used well to encourage pupils to appreciate the value of physical exercise and to grow vegetables to encourage pupils to eat healthily. Pupils have a growing awareness of how to keep safe. They enjoy school, particularly, expressed within views such as 'when activities are exciting'. Pupils behave well both in lessons and around the school. They take responsibility for helping in the smooth running of the school, for example through the work of the school council and by helping at lunchtimes. They are proud of their school and are keen to engage in community projects, such as 'Whitby in Bloom'. Pupils are prepared soundly for their future education because of their satisfactory grasp of basic skills and good attitudes to learning.

The quality of teaching and learning, the curriculum and care, guidance and support are all satisfactory. The quality of pupils' learning varies across the school because of differences in the quality of teaching. Lessons range from satisfactory to outstanding. In the best lessons, activities are exciting and the teaching enthuses pupils to learn at a fast pace. Work is well matched to pupils' needs and links between subjects are exploited. For example, in a geography lesson pupils gained a much better understanding of landmarks in Whitby by using the Internet to search for information. They willingly and enthusiastically wrote about what they had discovered. In satisfactory lessons, staff do not use assessment well enough to precisely match work to pupils' needs. Some beginnings of lessons are not inspiring enough and the rate of progress is insufficient. Some staff miss opportunities to develop pupils' writing skills across the curriculum.

Leadership and management are satisfactory. Effective links are well established with other schools and with pre-school settings. Since the last inspection, the high turnover of staff, including many senior teachers, has adversely affected school improvement. During the past year, senior leaders have ensured the pace of improvement has accelerated. A comprehensive and effective tracking system has been established to ensure that assessments are accurate and based on secure data. Termly checks on pupils' progress are now well established and the information now enables most teachers to set work that more closely meets pupils' needs. The recent increased focus on identifying pupils with learning difficulties is enabling them to be given better help to speed up their progress.

The school has improved since its last inspection and has satisfactory capacity to continue to do so.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for the Early Years Foundation Stage is good. Good links are established with parents and as a result, children settle quickly into this warm, caring environment and achieve well. Children join the Nursery with below expected skills, particularly in their mathematical and

creative development. As a result of good teaching and a well adapted curriculum, they achieve well so that by the time they begin Year 1, most children are working at the expected level for their age. Children enjoy their time in the Early Years Foundation Stage. They are keen to learn, play happily together and their behaviour is good. There is a good balance in the curriculum between adult-led activities and those initiated by children. Children are encouraged to learn by exploration and play, and there are opportunities for them to think for themselves and to start to make their own decisions. A variety of interesting activities, with a focus on personal development and basic skills, encourages independent learning. The stimulating outdoor area makes a significant contribution to children's learning and to their enthusiasm. This was seen when a group of children energetically dug for pieces of pottery in the garden area. Children are safe and well cared for and their welfare is promoted well and meets requirements. Rigorous assessment and close observations are used well to plan activities that meet children's specific needs, ensuring their good progress. The good deployment of adults provides children with lots of activities which enable them to understand and use an increasing vocabulary and which promote their personal, social and emotional development well. This contributes effectively to their learning and self-confidence. Leadership of the Early Years Foundation Stage is good and encourages strong teamwork.

What the school should do to improve further

- Raise standards in writing and provide more opportunities for pupils to practise and develop their writing skills across the curriculum.
- Improve the consistency of teaching so that its overall quality improves from satisfactory to at least good.

A small proportion of schools whose overall effectiveness is judged satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. The progress of different groups is similar, including those with learning difficulties and/or disabilities.

Standards at the end of Year 2 have been broadly average since the last inspection until 2008 when they dipped to below average. This was partly because of high staff turnover when these pupils were in Years 1 and 2. This group of pupils are currently making good progress in Year 3 and catching up. Improved assessment procedures have identified a higher proportion of pupils with learning difficulties and/or disabilities in Year 3. This has enabled increased help to be given to these pupils.

Since the last inspection, standards by the end of Year 6 have been broadly average in each year in English, mathematics and science. In English, pupils' standards in reading are higher than in writing. Targets in English and mathematics in the 2008 national tests were met at the higher Level 5 but the targets for the average Level 4 were not met. Currently, pupils' standards are similar to those in the previous year, with writing remaining a weakness.

Personal development and well-being

Grade: 2

Pupils have a good understanding of how to lead healthy lives. Strong emphasis on sporting activities in school time and in extra-curricular clubs encourages pupils to exercise regularly. The work towards the Healthy School Award and the encouragement to eat healthy school lunches has extended pupils' awareness of what constitutes a healthy diet. Members of the school council are mindful of developing safe practices. For example, they thoughtfully discussed whether pupils should be allowed to come to school on their bikes, even after they have had cycling proficiency training. Pupils work well together when engaged on practical tasks. Pupils' presentation of work has improved in handwriting books, but this improvement has not been transferred into other subjects. They enjoy school and attendance is average. Pupils appreciate the rewards to celebrate their good behaviour. They gain an awareness of their local community through visits to senior citizens' residences and to local museums. Their understanding of different communities is developed well through links with a school which has considerable ethnic diversity. Pupils enjoyed hosting a visit by children from a French school.

Quality of provision

Teaching and learning

Grade: 3

Behaviour management is a positive feature throughout the school, as is the support that teaching assistants provide for pupils with learning difficulties and/or disabilities. Relationships between staff and pupils are very positive in all age groups. In most lessons teachers plan work for different groups, although in some classes there is insufficient challenge because teachers have not made effective enough use of assessment to match work to pupils' needs. The pace of learning differs across the school. In the best lessons, learning moves along quickly, teachers use questions effectively and pupils' ideas are sought and built upon. In some lessons, teachers spend too much time instructing rather than letting pupils work on challenging and purposeful practical tasks to consolidate and extend their learning.

Curriculum and other activities

Grade: 3

Opportunities for involvement in music, sport and other clubs positively assist pupils' personal development. Choir, football and gardening clubs, to name but a few, add to pupils' enjoyment. Provision for information and communication technology (ICT) and environmental studies promote pupils' life skills well. Pupils are very aware of conservation issues and take a pride in their school and the local environment. Visits and the occasional visitor enliven the curriculum. There are insufficient opportunities to promote pupils' writing in subjects other than English. Pupils' written work is not consistently celebrated in classroom displays and around the school. Exciting and relevant links between subjects and stimulating, active 'hands-on learning' are evident only in some classes. The personal, social, health and citizenship education programme is well established and contributes well to pupils' good personal development.

Care, guidance and support

Grade: 3

Parents appreciate the care provided for their children. All health and safety, risk assessments and child protection procedures meet government requirements. Good links are maintained with parents and outside agencies to support pupils with learning difficulties and/or disabilities. Regular newsletters and details of what will be taught in pupils' future curriculum encourage parents to be actively involved in their children's learning. Effective systems are in place to promote good attendance and for transfer to secondary school. The recently introduced procedures for marking are not yet meeting the needs of younger pupils. Pupils know their individual targets, but written comments in books do not always provide them with enough detail on how well they are progressing.

Leadership and management

Grade: 3

During the past year senior leaders have successfully established thorough tracking and target-setting procedures with the purpose of better identifying how well individuals and groups of pupils are progressing, and to enable appropriate work to be set and interventions to be put in place. This has put the school in a better position to improve pupils' achievement and to raise standards.

The school recognises that there is a need to more evenly share subject responsibilities. Subject leaders are now increasingly taking on a greater role for standards in, and the management of, their subjects. Governors are well informed and through regular visits are well aware of school priorities for improvement. However, they understand the need to increase their checks on standards and pupils' progress.

The policy and procedures to develop community cohesion are well thought out. Strong links with the local community are well established. Pupils are encouraged to find out about their local heritage. For example, a history topic gave pupils an understanding of local figures such as Captain Cook and his voyages of discovery. Links with other schools benefit pupils in music and sports. The 'Stakesby Steel' band introduces pupils to music from different cultures. Activities such as a recent Arts Week make pupils aware of art and culture around the world.

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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?	3
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?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	3

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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 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

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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

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

Inspection of Stakesby Community Primary School, Whitby, YO21 1HY

Thank you for welcoming the other inspectors and me to your school when we visited recently. Your school gives you a satisfactory education.

Your achievement is satisfactory. Those of you in the Early Years Foundation Stage get off to a good start. You achieve well and have the skills expected of your age by the time you start Year 1. In Years 1 to 6 you make satisfactory progress overall though your progress varies. Standards in Year 6 are broadly average but below average in writing. I have asked the school to provide you with more opportunities to write in other subjects so that you do better in writing. You can help by trying hard, including presenting your work neatly.

The teaching and your learning are satisfactory. However, your rate of learning within lessons differs across the school. I have asked the school to improve the speed of your learning so you make good or better progress throughout the school.

You grow into confident and pleasant young people. You enjoy the wide range of sporting opportunities and eat healthy meals at lunchtime. You take a great pride in looking after your school grounds. I was impressed by your good behaviour and interest in lessons. You enjoy learning and get on well together. Your parents are very happy that you attend this school.

I appreciated talking to you about your work and watching you learn. I hope that you will keep doing your best and help your new headteacher and other staff to continue to improve the school.

I wish you well for the future.