

# Staveley Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121419
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339934
<b>Inspection dates</b>	26–27 May 2010
<b>Reporting inspector</b>	Keith Bardon

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	47
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Rachel Doswell
<b>Headteacher</b>	Miss Emma Miller
<b>Date of previous school inspection</b>	11 September 2006
<b>School address</b>	Minskip Lane Staveley Knaresborough HG5 9LQ
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited nine lessons, observed five teachers, held meetings with staff, pupils and governors and talked informally with parents and carers. The inspector observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspector also analysed the 26 questionnaires returned by parents and carers, the 13 returned by pupils and the 11 returned by staff.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- how well teaching meets the needs of pupils of different ages and abilities and is addressing any gaps in pupils' learning
- what the impact is of the school's work in promoting local and wider community cohesion
- how well Nursery children are settling in and children's attainment and progress in Early Years Foundation Stage
- how well change has been managed since the last inspection.

## Information about the school

This small, rural primary school serves the local area and surrounding villages. All pupils are White British. Two pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is below average and a very small number has a statement for their special educational needs. The school has achieved the Sports Activemark and Healthy Schools awards and the Inclusion Quality Mark. Approximately a quarter of the pupils attend the daily breakfast club the school organises. Since it was last inspected, the school has had a large number of staff changes and a new headteacher was appointed in October 2007. The provision for nursery-age children is very new, having opened for the first time a little over five weeks before the inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Staveley Community Primary provides its pupils with a good quality of education in a warm and friendly atmosphere. Pupils' enjoyment of school is clearly evident in the beaming smiles that are everywhere and their consistently high levels of attendance. While chatting to the inspector, one pupil summed up the views of all; 'We are one big family.'

Pupils' achievement and progress is good and by the end of Year 6 their attainment is generally above average, although attainment varies between individuals and from year-to-year. Most pupils speak well and read confidently and with understanding. However, the good skills they show when speaking and reading are not always reflected in the quality of their writing and mistakes with grammar and spelling are quite common. At times, pupils have too little opportunity to write at length and to structure the content of their work for themselves.

Teaching is good throughout the school and pupils of all ages learn well. In most lessons, the lively pace helps to keep pupils engaged and focused but there are occasions when teachers move on too quickly before pupils have had time to think carefully about what they have been taught and consolidate what they have learned. The curriculum is good and the more creative elements recently introduced are, according to the pupils, making school an 'exciting and fun' place to be.

The provision the school makes for pupils' care, support and guidance is exceptionally good and the pupils feel completely safe and extremely well cared for by the staff. Pupils' behaviour is good and they show a strong sense of responsibility towards those less fortunate than themselves. When asked why they were supporting a child from Senegal the answer was immediate, 'Because we are really lucky and would like others to have the same as us.'

Under the determined and focused leadership of the headteacher, the school has made substantial improvement since it was last inspected, providing a vibrant learning environment for pupils and establishing a very strong bond with parents and carers. Different aspects of the school's work, including the quality of teaching, are checked regularly and their effect on pupils' learning evaluated carefully. From the information this provides, clear plans for improvement are drawn up and systematically implemented. This monitoring and planning, together with the very positive team spirit throughout, gives the school a good capacity to improve.

## What does the school need to do to improve further?

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- Raise standards in writing by:
  - teaching pupils to apply the good skills they show in reading and speaking to their writing in all subjects
  - providing more opportunities for pupils to write freely and at length.
- Ensure that, in all lessons, pupils have the time to think carefully, absorb new ideas and consolidate their learning.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy lessons thoroughly and apply themselves enthusiastically to the challenging tasks the teachers set. Because they attend school regularly, pay close attention to their teachers and take a pride in their work, pupils of all ages and abilities gain knowledge and skills at a good pace. Pupils of different ages work well together, enabling teachers to match tasks to ability rather than age and so provide work that builds progressively on individual pupils' prior learning. Inconsistencies in the teaching pupils received in the past have left some of the older pupils with gaps in their understanding and skills. Good teaching and effective learning are helping pupils to close many of these gaps but some pupils still lack a little confidence when faced with something new and unfamiliar. As the improvements the school has made start to take full effect, pupils' progress is accelerating and attainment is rising.

Although the small number of pupils in each year group and their differing abilities can cause fluctuations, pupils' attainment at the end of Year 6 is above average. This represents good achievement from a broadly average starting point and boys and girls make equally good progress. Many pupils have good oral skills, read well and solve mathematical problems with confidence. Pupils' writing skills are more variable and, while the majority write to a reasonable standard, the composition of the text often lacks refinement; grammatical errors are quite common and accurate spelling is a problem for some. The staff pay close attention to the needs of the small number of pupils with special educational needs and/or disabilities, providing work that is appropriate and including them fully in lessons. As a result, these pupils make good progress towards their individual targets.

The pupils have every confidence in the staff to look after them and feel totally safe and secure in the warm, family atmosphere which prevails. They show positive attitudes to school, are very rarely absent and take pride in what their friends are able to achieve. The pupils are polite, respectful and generally well behaved, although a minority need prompting occasionally to keep them on task and involved. Many pupils engage readily in physical activities and show a clear understanding of how this, plus a sensible diet, will help them to keep fit and healthy. Potential dangers, such as the misuse of drugs and those arising from the internet, are understood well. The pupils show a strong sense of responsibility towards others, hold the school council in high regard and regularly raise money for those less fortunate than themselves. The good range of personal and academic skills pupils acquire provides a solid platform for future learning and life. Pupils of all ages share a strong sense of right and wrong and think carefully

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about important issues during class discussion times. They value their own culture and have a growing appreciation and understanding of communities that are different to their own.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The teachers use good subject knowledge to ensure pupils' learning is appropriate and progressive. A variety of well chosen strategies are employed to generate and maintain pupils' interest and clear lesson objectives make for purposeful learning. Relationships between staff and pupils are excellent and lessons flow smoothly. Occasionally, in an effort to cover as much ground as possible, teachers move too quickly from one thing to another and do not provide pupils with enough thinking time. The teaching assistants work closely with class teachers, support individual and groups of pupils effectively and make a valuable contribution to pupils' learning. The use of assessment to match work to the differing needs of the pupils, including those with special educational needs and/or disabilities, is often good. Occasionally, the resources for the lower attaining pupils are not modified carefully enough and pupils are a little put off by how much is in

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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front of them. The teachers mark pupils work conscientiously and provide useful information about what has been done well and how mistakes can be corrected. Pupils are set clear, individual targets and encouraged to use them regularly to inform and aid improvement.

The pupils enjoy a wide and varied curriculum which meets their needs well. The development of a creative, skills based curriculum is well under way, with the whole school engaged in a topic about Africa last term. This stemmed naturally from the school's 'adoption' of a Senegalese child and the pupils' curiosity about where he lived. The good quality of work on display, including colourful 'African' masks and art work is evidence of the success of this approach. Literature circles, in which pupils share responsibility for analysing different texts for homework and then sharing their findings with others in class, provide an innovative approach to the teaching of literacy. These and other measures have helped to raise attainment in reading, but the curriculum for writing is not as strong. For its size, the school provides a good range of extra-curricular activities which are well attended and links with other schools provide additional opportunities which the pupils much enjoy. Regular visits to places of educational and cultural interest and visitors to school broaden the pupils' horizons and add interest to their learning.

The school provides a high quality of care, support and guidance for all its pupils. Parents and carers agree that their children are cared for extremely well by staff who 'work as a team and take responsibility for the well-being and education of all children'. A vigilant watch is maintained over all pupils, particularly those who may be experiencing difficulties in their lives. Procedures for supporting pupils with special educational needs and/or disabilities are extremely well managed and very effective. These pupils are included fully in all aspects of school life and any additional help they need is quickly acquired and readily made available. Pupils' progress is monitored closely and a well-delivered intervention programme helps pupils who are experiencing difficulties to improve their basic skills. The breakfast club provides a pleasant and healthy start to the day for those who attend and sets them up well for the challenges of the day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Working with vision and purpose, the headteacher, supported by the hard working staff,

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has transformed the school over the last two and a half years into one of which pupils, parents and carers, governors and staff are justly proud. While it is recognised that many of the management strategies that have been put in place have still to impact fully on pupils' attainment and progress, the pace of school development is good. The governors understand the school well and play an active part in supporting its development and challenging it to do even better. Parents and carers have confidence in the school and links between school and home are extremely positive. Systems for keeping parents and carers informed work very well and the strong partnership has a marked effect on pupils' learning and development. Good relationships ensure no pupils are discriminated against and the achievement of the Inclusion Quality Mark reflects the close attention the school pays to equality of opportunity for all. Procedures for safeguarding pupils' welfare are checked regularly by senior staff and governors and meet current requirements well. A careful audit of the contribution the school makes to community cohesion has revealed where the already good provision can be further improved and a well constructed action plan is in place. The school is an integral part of the local community. Links with communities further afield have been established and are continuing to develop.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Most children enter the Early Years Foundation Stage with levels of knowledge and skills that are typical for their age. They are taught well and make good progress. By the end of the Reception Year, almost all children have achieved or exceeded the targets for



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their age and move into Year 1 well equipped for the rigours of the National Curriculum. Adults pay careful attention to children's welfare and care for them well. The children's progress is checked regularly and evaluated carefully. The staff use the information this provides well to plan interesting experiences that are well matched to children's learning needs and abilities. The Early Years Foundation Stage is led and managed well and there has been good improvement in provision since the last inspection. Extensions to the school and additional resources have provided a bright and colourful environment. The children move freely and confidently between the stimulating activities provided both indoors and out. The staff interact continuously with children, helping to develop the children's language and extending their knowledge. On a few occasions, opportunities are missed to deepen children's understanding with more challenging questions and by letting them decide for themselves how to do things. Children settle quickly to school and relate well to adults. Nursery children have quickly adapted to the routines of school life and are thoroughly enjoying everything that is on offer. Due consideration is given to the needs of the Reception children, who work alongside Key Stage 1 pupils each afternoon. While the joint lessons at this time tend to be a little more structured, Reception children have plenty of opportunity to work and play together on activities matched well to their needs. Links with parents and carers are good and they receive regular, good quality information about their children's achievements and development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents and carers hold very positive views of the school. They describe it as one in which children are 'supported in all aspects of their learning' by staff who will 'go that extra mile to ensure the children have an inspiring educational experience'. Many parents and carers comment on the improvement the school has made in recent years, describing the transformation as 'amazing'. They particularly like the careful and sensitive way the school looks after their children and keeps them safe. A very small minority would like more regular information about the progress their children are making. In contrast many parents and carers feel they are kept very well informed and evidence from the inspection confirms this.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Staveley Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 47 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	94	1	3	0	0	0	0
The school keeps my child safe	31	97	1	3	0	0	0	0
The school informs me about my child's progress	22	69	10	31	0	0	0	0
My child is making enough progress at this school	22	69	7	22	3	9	0	0
The teaching is good at this school	23	72	8	25	0	0	0	0
The school helps me to support my child's learning	26	81	6	19	0	0	0	0
The school helps my child to have a healthy lifestyle	18	56	14	44	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	53	13	41	0	0	0	0
The school meets my child's particular needs	21	66	9	28	0	0	0	0
The school deals effectively with unacceptable behaviour	20	63	12	38	0	0	0	0
The school takes account of my suggestions and concerns	17	53	15	47	0	0	0	0
The school is led and managed effectively	26	81	6	19	0	0	0	0
Overall, I am happy with my child's experience at this school	25	78	7	22	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 May 2010

Dear Pupils

Inspection of Staveley Community Primary School, Knaresborough, HG5 9LQ

Thank you very much for the very friendly greeting you gave me when I visited your school recently. Lots of you smiled and chatted to me, which made me feel comfortable and welcome. I thoroughly enjoyed finding out about the work you do and special thanks go to those who talked with me about the school.

Staveley is a good school and you have every right to be proud of it. I was very pleased to hear how happy and safe you feel at school. This is important to the staff and I know they will be pleased. The behaviour I saw both in and out of lessons was good and it is clear that you are growing into sensible and considerate young people with a strong sense of responsibility – well done!

The progress you make is good because you are taught well and work hard. Your reading is good and you explain your thinking well during discussions but this does not always carry through into your writing. Quite often, there are simple mistakes with grammar and spelling, so that what you have written does not always read as well as it should. Your teachers have recognised these problems and I have made a few suggestions to help improve matters. You can play your part by using as wide a variety of words as you can, trying your best to spell as many as possible accurately and always reading through your work to ensure it reads correctly.

Everyone I spoke to said they enjoyed lessons and we need to thank the teachers for making learning so exciting. Lessons often move along at a fast pace which makes sure you are never bored, but on occasions it would be helpful if you had a little more time to think about the things the teacher is telling you. If you feel you have not got a full grasp of what the teacher is saying ask politely if you can ask a question or discuss it further. I feel sure your teachers will be only too pleased to help. Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Mr Keith Bardon

Lead inspector

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