

# Stakesby Community Primary School

Byland Road, Whitby, North Yorkshire, YO21 1HY

**Inspection dates** 22–23 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- From their typically low starting points, pupils achieve well to reach standards that are broadly average by the time they leave at the end of Year 6.
- Good and often outstanding teaching helps the majority of pupils of all abilities and groups to make at least good, and in many cases currently, outstanding progress.
- Typically, behaviour is good and makes a significant contribution to pupils' learning and personal development.
- The headteacher and the governing body have led the school very well through a period of transition. Staff are highly supportive of this and are contributing strongly to improving teaching and pupils' levels of achievement.
- New projects to enthuse include and interest pupils and parents are creating a very positive ethos for learning and pupils' good attendance reflects their whole-hearted support for the school.

### It is not yet an outstanding school because

- Over time, pupils' achievement has been uneven in some areas of the school and progress is not yet consistently outstanding.
- Over time, there has not been enough good or outstanding teaching and a small minority still requires improvement, notably in ensuring that the work pupils are given always challenges them to do their very best.
- Writing, especially that of the most-able pupils, requires further improvement.
- Greater opportunities have yet to be developed to involve pupils in learning outside the classroom and extend their awareness of other faiths, ethnicities and cultures.

## Information about this inspection

- Inspectors observed teaching and learning in 20 classes, of which two were conducted with the headteacher.
- Inspectors spoke to groups of pupils and to parents as they collected their children from school in the afternoon. They took account of 50 responses from parents to the on-line questionnaire (Parent View) in planning the inspection, as well as a letter sent from a parent and 21 questionnaires from staff.
- Meetings were held with representatives of the governing body, staff and a representative from the local authority.
- Inspectors looked at a wide range of school documentation, including the school's records of pupils' performance, evaluations of the quality of teaching over time and its short- and long-term plans for improvement. Safeguarding procedures were also scrutinised.
- Inspectors listened to two groups of pupils read and checked the school's information about progress in reading.

## Inspection team

Nigel Cromey-Hawke, Lead inspector	Additional Inspector
Patrick Hargreaves	Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school with more girls than boys.
- Almost all pupils are White British, with small groups of others of mixed heritage, a few of whom speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is average, but recently included an above average number of children from service families. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- The proportion of pupils supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school operates a combined nursery and reception arrangement within the Early Years Foundation Stage. There is an independently managed children's centre on site which is subject to a separate inspection.
- There has been a significant number of staffing changes over the last two years, including temporary responsibility for some senior leaders.

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

- Improve teaching and learning to outstanding and so further raise achievement, by:
  - ensuring that, where teaching is weaker, pupils are given work that takes account of the current level of their skills and understanding and challenges them to do their very best
  - developing pupils' writing skills, especially those of the most able, so that they can better communicate their learning and ideas.
- Broaden pupils' horizons and raise their aspirations by:
  - further developing links with other faiths, races and cultures
  - extending opportunities for learning beyond the classroom.

## Inspection judgements

### The achievement of pupils is good

- The skills of most of the children who start the Early Years Foundation Stage are low in comparison to those of typical children of their age. Throughout nursery and reception children make good progress within the mixed-age classes, benefiting especially from the very frequent and skilled assessment of their learning by staff that ensures children are repeatedly challenged to extend their learning.
- Attainment in the past at both Key Stages 1 and 2 has been low, reflecting no better than expected levels of achievement, but in the last two years attainment has risen rapidly to match, and in the case of mathematics exceed, national levels.
- Following an earlier period of no better than expected progress, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and mathematics are securely close to, and in many cases above, national figures.
- The teaching of reading is now a strength of the school. A restructuring of the letters and sounds programme has resulted in significant improvements in pupils' progress in reading from low starting points to often above average by the time pupils leave the school.
- Accelerated rates of progress can also be seen in writing and mathematics in almost all classes and groups of pupils, as a result of changes in staffing and a rigorous programme of improvement in teaching and raised expectations. However, some weaknesses remain within creative writing, especially with the most-able pupils, which limit their ability to express their ideas fluently and, on occasion to communicate their learning. The progress of boys now closely matches that of girls.
- Pupil premium groups achieve well. Last year pupils known to be eligible for free school meals attained below the level of others not eligible in English, but above that in mathematics. Current school data show no difference between these subjects and groups. Service children have made good progress over the last three years, with often outstanding progress in reading compared to other pupils.
- The provision for disabled pupils and those with special educational needs has been significantly revised over the last two years. Past weaknesses in identifying and providing for such children's needs have been overcome and across the school the vast majority of disabled pupils and those with special educational needs makes at least good progress, with many making accelerated progress, especially in English.
- The very small number of pupils whose first language is not English makes good and often outstanding progress, especially in reading.

### The quality of teaching is good

- The quality of teaching is good, with much current teaching being outstanding. Teaching is improving strongly as a result of changes in staffing and a concerted drive by all staff and the governing body. Consequently, weaker teaching evident in some areas in the past has been largely eradicated, although a very small minority still requires improvement.
- Teaching in the Early Years Foundation Stage is good. Staff have rapidly customised their new building to their needs and developed extensive facilities both inside and outside that enable children to enjoy their learning enormously. Children move between the learning areas easily and confidently, benefiting from the ability groupings across the nursery/reception age range that helps develop their ability to work on their own when solving problems.
- Good and outstanding teaching is evident across both Key Stages 1 and 2. It brings about good and often accelerated learning because it is stimulating and ensures that pupils find learning interesting. Pupils learn at a good pace because of the good use of technology, which the pupils enjoy using, and which is supporting their learning. In one case of outstanding learning, pupils were divided into groups and, having solved mathematical problems together, then had to teach

their methods of working to the other groups. The sense of enthusiasm and energy was clear as pupils built both their understanding of multiplication facts and their language skills, together with their self-confidence.

- Marking and feedback to pupils is very rigorous and makes good use of modern technologies. The school has developed a comprehensive programme that improves behaviour and attitudes to learning which both pupils and staff are convinced has contributed strongly to the rapid rise in attainment and achievement.
- Half-termly inputs into the excellent school tracking system, shared with pupils and parents, ensure that all parties have a clear understanding of what level of learning each pupil is at, at any point in time. This is combined with regular discussions with specialist support staff to identify gaps or problems and find ways around these. Parental involvement in this is significant and helps ensure that their children's needs are met.
- Not all teaching takes full account of this wealth of assessment information, however, and there is still a small amount of teaching that requires improvement within the school because of this. It results in weaker progress being made than elsewhere. Teachers do not always recognise that pupils have moved on in their learning and the work is not always adapted to reflect this in order to provide further challenge, particularly for the most able.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils over time within the school is good. It is often currently exemplary in the best lessons and during gatherings such as assemblies.
- Relationships between pupils and adults are good, and pupils are polite, kind and courteous.
- The school's work to keep pupils safe and secure is good. An overwhelming proportion of parents who responded to the on-line questionnaire, Parent View, recent school surveys and a letter received from one parent, all agree that pupils are cared for well. Pupils unanimously told inspectors that they feel very safe in school.
- Strong links with the on-site children's centre mean that children's needs when they enter school are well-known and are incorporated into the school's thinking about each child in their care.
- Pupils show good attitudes to learning in most lessons and are keen to understand and complete their work. There has been, and still is, some behaviour that needs improvement in upper Key Stage 2 but the school is well aware of this and is tackling it effectively through its mentoring programme.
- Pupils take on a wide variety of responsibilities for the running of the school, helping build their maturity, confidence and social skills. These include acting as pupil representatives to ensure that the views of pupils, and any concerns, are heard on a weekly basis and are raised through assemblies.
- Bullying is extremely rare and when encountered, is dealt with robustly. Pupils are well aware of the different forms of bullying and know who to go to if they have a problem. There is a very good understanding of e-safety across the school.
- The school has introduced a 'family service' grouping at lunchtimes whereby mixed-age table settings ensure that pupils of all ages mix together and share their experiences, again developing confidence and especially language skills.
- Pupils show their support for the school through above average attendance and zero exclusions over recent years.

### **The leadership and management** are good

- The headteacher is driving improvement through the school with energy, determination and skill. He has the wholehearted support of the staff and of the governing body. He has considerably reshaped staffing, raised expectations and introduced new ways of working to help raise achievement. Staff morale is high as the impact of these changes is shown.

- Frequent and detailed reporting on each pupil's progress has become the norm, helped by an excellent tracking system and the extensive use of technology. The monitoring and evaluation of this information by leaders and managers is of high quality and deeply informs the school's improvement actions.
- Leaders check the quality of teaching carefully, often in conjunction with local authority advisers or another headteacher colleague. This means that the school has a very good understanding of its performance at any time. There is a well-focused development plan in place to move the school further forward. Every member of staff is also encouraged to devise or be part of another person's project to improve the school. In this way staff at all levels feel they are part of the improvement focus, as they universally demonstrated within the staff survey returns.
- Middle leaders also play a considerable part in both monitoring provision and pupils' performance in their areas of responsibility. Comprehensive subject leader summaries are made that evidence this and inform whole-school planning.
- The school makes very good use of its pupil premium funding, providing an extensive programme of intervention and support activities, the success of which is shown in the improved progress of those pupils eligible for this funding.
- School sport funding is also being used to good effect to staff specialist teaching and resource activities such as climbing, that would not otherwise be feasible. The difference this has made to participation rates, healthy lifestyles and achievement in sport is already evident, as well as building the expertise of staff to lead such activities themselves.
- The curriculum was revised last year and is becoming a real strength of the school. Its delivery is monitored very well and provision is enhanced by the surveying of parents in advance of each topic or theme for ideas on local relevance or resources to make it more meaningful to pupils. The curriculum supports pupils' spiritual, moral, social and cultural development well, but the school is conscious that it needs to extend further pupils' learning experiences beyond the classroom and of other faiths, ethnicities and cultures.
- **The governance of the school:**
  - The governing body has played an important role in school improvement, helped by light touch support from the local authority. Governors are highly skilled and knowledgeable about the school and have supported it very well throughout its period of change. They have vigorously challenged the school over its performance and over the quality of teaching and held it to account for improvements. They have supported the robust performance management used by the headteacher to bring about change and ensured that it is meaningfully linked to salary progression. They ensure that safeguarding requirements are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121353
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	430914

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Kenyon
<b>Headteacher</b>	Roy Gunning
<b>Date of previous school inspection</b>	18 April 2012
<b>Telephone number</b>	01947 820231
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