

Follifoot Church of England Primary School

Inspection report

Unique Reference Number	121560
Local Authority	North Yorkshire
Inspection number	359038
Inspection dates	6–7 December 2010
Reporting inspector	Gordon Potter

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair	Mrs Lucy Pettitt
Headteacher	Mrs Pamela Bell
Date of previous school inspection	6 March 2008
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Introduction

This inspection was carried out by one additional inspector. The inspector observed teaching and learning in nine lessons, saw four different teachers and held meetings with members of the governing body and staff and spoke to pupils. He observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data and monitoring records. He also scrutinised the 24 questionnaires returned by parents and carers as well as questionnaires from pupils and staff.

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

- Whether actions taken by the school's leaders to improve teaching and the curriculum are leading to sustainable improvements in attainment, especially in mathematics.
- Whether, in the light of the fluctuations in attainment relating to small cohorts of pupils, progress for individual pupils is at least good.
- Whether pupils have a clear understanding of life in other countries and the multi-cultural make-up of society in the United Kingdom.

Information about the school

This school is very much smaller than others of the same type. Most pupils are from White British backgrounds. No pupil is known to be eligible for free school meals. The proportions of pupils with special educational needs and/or disabilities and of those with a statement of special educational needs are average. The school has achieved Activemark and Healthy School status. Pupils join the school late or leave early much more frequently than is the case nationally.

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

This is a good school. Pupils behave well, have an excellent awareness of how to stay fit and healthy, and make an outstanding contribution to the school and the wider community. All staff provide exceptionally sensitive care and support which ensure that pupils' well-being and personal development are promoted well and that pupils are happy and feel extremely safe. Accordingly, their attendance is high.

Pupils make good progress because good teaching makes learning fun and the curriculum offers many memorable experiences, including outstanding partnership work with local schools and arts providers. In the best lessons teachers make clear what pupils will learn, check their progress through skilful questioning and involve them in interesting activities. Pupils' reading and writing are particularly well-developed and the school has initiated appropriate and successful strategies to raise attainment in mathematics. However, lessons occasionally lack pace, and whilst they focus upon other areas of literacy, for example, speaking and listening, some opportunities are missed for pupils to write at length or to use their own creativity and skills in investigative and problem-solving activities. Pupils with special educational needs and/or disabilities make good progress because of the effective support they receive. High attendance, good literacy skills and broadly average attainment overall, allied to good skills in team work and very confident use of information and communication technology (ICT), contribute to pupils' good development of workplace skills.

The school has much useful information about pupils' skills and abilities which is used well to identify the learning needs of individual pupils and to ensure that work is matched to their needs. While marking informs pupils how well they have achieved against their targets, it is less successfully used to tell pupils how to improve their work and older pupils would benefit from knowing the level of their work. Furthermore, the school's use of such data is not, as yet, sufficiently refined to give an accurate overall picture of the progress pupils make from their starting points or on a regular short-term basis so that they can make even more rapid progress. However, self-evaluation is accurate and includes all staff and governors in planning and evaluation. There are effective systems to monitor teaching and the school has identified appropriate areas for improvement in outdoor provision and mathematics. Given its track record, the good quality of provision and good outcomes for pupils, the school's capacity to improve is good, and it provides good value for money. Pupils have a very strong influence on what happens in school, a strong sense of how to help others and a good understanding of life in different faiths and cultures. This understanding, together with the school's active celebration of its Christian ethos, enhances pupils' spiritual awareness.

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What does the school need to do to improve further?

- By the end of the current school year, further increase the rates at which pupils make progress and, by the summer of 2012, raise pupils' attainment, especially in mathematics, to higher levels by:
 - providing more opportunities for pupils to think critically, solve problems and apply their skills, especially in mathematics and writing, across a wider range of subjects
 - using marking more effectively so that pupils know the level of their work and are clear about how to improve it.
- Use data more regularly and more effectively so that teachers can maximise pupils' progress and school leaders can accurately measure the progress they make from their starting points in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils

2

The extent to which pupils achieve and enjoy their work is good. Pupils are courteous, have good attitudes, form positive relationships and show great keenness to do well in their work. They especially enjoy challenging and lively activities, such as conducting experiments in science with raisins and fizzy drinks and analysing and writing shape poems together.

While standards fluctuate because of the very small cohorts and the high levels of pupil mobility, pupils attain standards which are broadly average overall. From starting points in Reception which are typically below national expectations, pupils attain broadly average standards by the end of Year 6. Pupils make good progress and evidence seen during the inspection indicates that attainment is rising across the school. Pupils with special educational needs and/or disabilities are well cared for and supported in their learning and they make good progress because work for them offers appropriate challenge and interest.

Pupils are exceptionally aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their very enthusiastic involvement in physical education and the high take-up of healthy school meals. They care for one another well, have great respect for each other and for the adults in the school, and say they feel extremely safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils make a highly positive contribution to the school community through the school council. This meets regularly and it has brought about improvements to playground equipment and in ensuring that all pupils feel safe. Pupils willingly take on roles as playground helpers, peer mediators and confidently lead school assemblies. They support a range of charities and participate in competitions with other local schools, and in activities at the local cricket club and church. High attendance rates, excellent punctuality, strong literacy skills and confidence in group work and the use of ICT mean they are well equipped for their future economic well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers strive to make learning fun, make it clear to pupils what they will learn and how they will know if they have succeeded. Teachers use questions well to ascertain what pupils already know and to check that they have made progress. They employ interactive whiteboard technology well to engage pupils and plan opportunities for pupils to learn through practical activities, including experiments, drama and using modern technology for research. Marking and information about pupils' progress are used effectively to plan appropriate work and to support pupils, but are less well used to help pupils know how to improve their work. Occasionally, lessons lack pace, pupils spend too long on one task and their progress slows.

The curriculum is carefully planned to ensure continuity and progression in classes with mixed-age groups. It contributes to pupils' good progress by offering a range of activities which help them to see the links between subjects and to use ICT to enhance their learning. This supports their above average attainment in English and there are good procedures to encourage reading. While activities offer excitement for pupils of all abilities, there are too few lessons where pupils are encouraged to solve problems and apply their skills in mathematics or to further enhance their delight in writing. Well planned enrichment activities, including visits to local nature reserves and historical buildings and opportunities to work with artists and musicians, help to develop their skills in art, drama and music and their understanding of other cultures and the wider world. There are many

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popular extra-curricular clubs which help pupils develop their skills in sporting and environmental activities, including the development of the wildlife area.

All staff have extremely detailed knowledge about individual pupils so that they are exceptionally well cared for and develop self-esteem, respect and a sense of responsibility. A key feature is the highly sensitive care for pupils with complex learning needs. Well-established practices involve parents and carers when their children enter school, move from class to class and transfer to secondary school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has established a clear view of the school's effectiveness. Working closely with the Key Stage 1 leader, she has introduced initiatives which have led to rising attainment in English by offering opportunities for pupils to pursue their interest in reading and to write in subjects across the curriculum. There are increasingly effective systems for tracking pupils' progress and for using this to plan pupils' work. However, such information is not yet well used to offer a clear view of the progress pupils make from their starting points or to maximise pupils' progress week by week. In this small school, all staff have clear roles and responsibilities and are accountable for key areas of the curriculum. They welcome the opportunities to contribute to decision-making and the school improvement plan and to advance their own professional development.

The governing body offers effective support and challenge to the school and operates well-established procedures for evaluating subject areas. The school's arrangements for safeguarding pupils are good, procedures are well known and understood by staff and governors and secure pupils' safety well. There is a clear commitment to promoting equal opportunities and to ensuring that discrimination against any group or person is avoided. The school is proud of its inclusive nature and makes a good contribution to community cohesion.

The sense of community in the school is extremely strong and there are effective links with the local community. Moreover, there are exceptionally strong links with a range of outside agencies, not only to support those pupils who have specific learning needs but also to offer an exciting range of learning opportunities to all pupils. There is a good awareness of life in other countries and a clear understanding of Britain as a diverse, multicultural society. The school has good relationships with parents and carers, who are provided with frequent information about their children's progress.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children have a wide range of ability when they start school but overall their skills on entry to Reception are below those expected for their age, especially in personal and social development and in communication, language and literacy. Effective teaching, which particularly focuses on developing writing, speaking and listening and skills in linking sounds and letters, helps children to make good progress so that generally their attainment is average as they enter Year 1. There are very few children in this age group each year. Nevertheless, they benefit from being in a class with older children as the teacher offers them many challenging activities in a vibrant and warm environment both indoors and out.

Children thrive on creative activities such as painting, writing, and imaginative play in Santa's Grotto. A range of healthy snacks and drinking water, opportunities for exercise and clear guidelines for hand washing, help children to develop a good understanding of how to stay healthy. Staff ensure that requirements regarding children's safety are met. Teaching is good because it is securely based on the knowledge of how young children learn and develop. Observations and assessments are used effectively to support and extend children's learning and identify areas for improvement. However, data are not yet used effectively enough to measure the progress children make from their starting points. There are highly effective partnerships with parents and carers that enable children to settle quickly into the Reception class and allow parents to understand how well their children are progressing.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

About half the parents and carers returned completed questionnaires. The respondents support the school and its leaders strongly. The overwhelming majority is happy with their child's experience at school, being confident that their child enjoys school, is safe and encouraged to stay healthy. Almost all parents and carers believe that teaching is good and that the school helps them to support their children at home. Most parents and carers believe that unacceptable behaviour is dealt with effectively and that children are well-prepared for the future. The inspection reflects these positive features of the school. A very small minority of parents and carers believe that the school does not meet their child's particular needs. The inspection looked closely at this and found that there are increasingly effective procedures in school to challenge all pupils. A few pupils and carers expressed the view that the school is not effectively led and managed. The inspection did not find evidence to support this view, but found that school leaders could project the effectiveness of their work more confidently.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Follifoot Church of England 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	79	4	17	1	4	0	0
The school keeps my child safe	18	75	6	25	0	0	0	0
My school informs me about my child's progress	13	54	9	38	1	4	0	0
My child is making enough progress at this school	11	46	10	42	2	8	0	0
The teaching is good at this school	13	54	11	46	0	0	0	0
The school helps me to support my child's learning	16	67	8	33	0	0	0	0
The school helps my child to have a healthy lifestyle	14	58	10	42	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)	11	46	7	29	1	4	1	4
The school meets my child's particular needs	11	46	10	42	3	13	0	0
The school deals effectively with unacceptable behaviour	10	42	11	46	1	4	0	0
The school takes account of my suggestions and concerns	11	46	11	46	0	0	0	0
The school is led and managed effectively	7	29	12	50	3	13	1	4
Overall, I am happy with my child's experience at this school	15	63	8	33	1	4	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 December 2010

Dear Pupils

Inspection of Follifoot Church of England Primary School, Harrogate, HG3 1DU

Thank you so much for making me so welcome when I inspected your school.

You go to a good school. I was impressed by the pride you take in your work and how hard you work in lessons. You behave very well, show great respect for one another and look after one another admirably. You are very polite and helpful and I enjoyed talking to you about your school. You told me that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and clubs, and your wildlife area. Your parents and carers like the school very much. Your teachers try hard to make your lessons fun and all staff care for you exceptionally well. I was particularly impressed by the way you are involved in helping to improve the school and leading school assemblies. Your teachers also know what to do to make the school even better.

I have asked your teachers to do the following things to help your school to improve even more.

- Help you to reach higher standards at the end of Year 6
- Develop the curriculum further so that you have more chances to investigate together, solve problems and to apply your skills, especially in mathematics and writing
- Tell you the level of your work and what you need to do to improve it.

You can help by continuing to do your best and keeping up your excellent attendance. I wish you every success in the future.

Yours sincerely

Gordon Potter

Lead inspector

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