

Ferney Lee Primary School

Inspection report

Unique Reference Number	107478
Local Authority	Calderdale
Inspection number	356161
Inspection dates	14–15 March 2011
Reporting inspector	Brenda Clarke

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Mrs Anne Savage
Headteacher	Mrs Pauline Brogan-Hewitt
Date of previous school inspection	3 April 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 10 lessons, saw seven teachers and held meetings with a member of the governing body, groups of pupils, staff and a local authority adviser. Inspectors observed the school's work, and looked at documentation including pupils' books, lesson planning, safeguarding arrangements, plans for future development and the school's data. Questionnaires returned by staff, pupils and the 54 returned from parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' attainment and the effectiveness of strategies to raise pupils' standards and achievement further.
- The quality and consistency of teaching and the use of assessment.
- The quality of the curriculum and how it is adjusted to address pupils' differing abilities and needs.
- Whether leaders and managers at all levels are equipped and skilled to implement sustained improvement.
- The effectiveness of the school's safeguarding procedures.

Information about the school

The school is smaller than average in size. The proportion of pupils who are known to be eligible for free school meals is well above average. Around 43% of pupils belong to minority ethnic groups, with a significant proportion in the early stages of speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is higher than normally found. The school has achieved Healthy School status and the Extended Schools' gold award. Since the last inspection, there was a period of significant staff absence.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has a number of significant strengths. Parents and carers particularly appreciate the 'very positive attitude to diversity' and the 'happy, secure environment'. In this welcoming ethos, the vast majority of pupils feel safe and say that staff take good care of them. Pupils' personal development is good. Pupils behave well and contribute fully to the life of the school, for example, as school councillors or playtime buddies. Pupils have a good understanding of healthy lifestyles and the majority attend the good range of extra-curricular activities and sports. Most pupils get on well together and respect others' differing life stances.

Achievement is satisfactory overall. Children get off to a satisfactory start in the Early Year Foundation Stage and make satisfactory progress. Most pupils enter Year 1 with below average levels of attainment in the key areas of writing and mathematics. They make satisfactory progress, so that by the end of Year 2, standards are broadly average but remain below in mathematics. Satisfactory progress continues so that by the end of Year 6 attainment remains broadly average. Only a small minority of pupils attain the higher levels at both key stages. This achievement is satisfactory rather than good because there are inconsistencies in the quality of teaching. Significant levels of staff absence within Key Stage 2 during the 2009-2010 academic year, have slowed pupils' progress. The school has set challenging targets to address this issue and there is evidence to suggest that more pupils are on track to make satisfactory or better progress.

Teaching is satisfactory overall. All teachers have good behaviour management skills ensuring orderly lessons. Good relationships and use of praise and encouragement give pupils confidence. In lessons judged satisfactory rather than good, the pace of learning is not always fast enough and in literacy lessons, more-able pupils sometimes lack opportunities to develop skills to add flair and interest to their work.

The headteacher has successfully managed considerable staff changes and has developed a willing, cohesive team, focused on raising standards further. The school has a good understanding of itself and actively seeks advice where further development is needed. Careful, honest evaluation and rigorous monitoring of pupils' achievement is enabling the headteacher and staff to ensure that most pupils are now making at least satisfactory progress. Using this information, the school has identified that a minority of boys make less progress than girls in both English and mathematics. To address this, the curriculum has recently been adapted to include more topics that engage and excite boys. This initiative has had too little time to impact on standards, but can be observed in boys' active participation in lessons.

Monitoring of other aspects of provision is less stringent. For example, senior leaders' monitoring of teaching lacks rigour in focusing specifically on the quality of learning in lessons. While statutory safeguarding requirements are met, there is a lack of rigour in

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ensuring that reporting systems and checks are meticulously documented and maintained. The governing body offers satisfactory support but has yet to take a strategic role in the school's development. These factors give the school a satisfactory, rather than a good capacity for further development.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

What does the school need to do to improve further?

- Accelerate the progress made by all pupils by:
 - systematically developing pupils' ability to solve problems
 - consistently planning opportunities for children to develop their mathematical skills in independent activities in the Early Years Foundation Stage
 - ensuring that the achievement of boys is closely monitored and developing further strategies to ensure that they reach their full potential
 - ensuring that more-able pupils receive appropriate challenge in lessons.
- Develop the consistency of teaching by:
 - ensuring that all lessons run at a challenging pace so that pupils make good progress
 - using assessment information more rigorously to plan work that meets pupils' differing needs and abilities
 - ensuring that more-able pupils receive challenging opportunities to add interest and breadth to their writing
 - ensuring that teachers' marking more consistently informs pupils of their next steps in learning
 - ensuring that teachers have high expectations of pupils' presentation of their work.
- Develop leadership and management further by:
 - ensuring that the monitoring and evaluation of teaching and learning more rigorously focuses on pupils' rates of progress in lessons and that systematic action is taken where weaknesses occur
 - ensuring that all safeguarding records are rigorously maintained
 - ensuring that the governing body takes a strategic role in monitoring provision and pupils' outcomes.

Outcomes for individuals and groups of pupils

3

Almost all pupils enjoy school and their achievement is satisfactory. In lessons, they are enthusiastic and respond eagerly to the teachers' instructions. Most pupils develop mature attitudes to their learning. They apply themselves well and most work with diligence and perseverance. Pupils listen respectfully to their teachers and others, share resources and cooperate well in partner and group activities. In half the lessons observed, pupils worked

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at a satisfactory rather than a quick pace and could have achieved more. This is because deadlines were not challenging and pupils' were not prompted to work hard.

Most children start nursery with skills and knowledge which are below expectations for their age. They make satisfactory progress so that by the end of the Reception Year most achieve just below the expected levels for their ages, except in reading, speaking and social skills where they meet national expectations. By the end of Year 2, standards are broadly average in reading and writing, but below national expectations in mathematics. As pupils move through the school, mathematics remains the weakest subject, resulting in only a very small minority attaining the higher levels at the end of Year 6. Pupils with special educational needs and /or disabilities, and those with English as an additional language receive carefully targeted support in lessons enabling them to achieve in line with their peers.

From the Early Years Foundation Stage onwards opportunities are sometimes missed to enable pupils to develop and reinforce their mathematical skills in structured and exciting ways. Since the last inspection, pupils' standards in English have risen from below average to average by the end of Year 6. This is due to the good impact of the school's involvement in a reading and writing initiative and an enthusiastic whole-school approach to developing this aspect.

Pupils' personal development is strong and has significant strengths. Pupils are polite and welcoming. They show high levels of care and concern for others. Pupils are proud of their school and through opportunities, such as the Eco Council they make a good contribution to school life. Pupils have a clear sense of right and wrong and understand the consequences of their actions. They have a good understanding of other faiths and cultures and demonstrate respect for those who have differing beliefs. Pupils' attendance is broadly average, but is affected by the high number of pupils taking family holidays in term-time.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
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?

The quality of teaching is satisfactory overall but has inconsistencies. In the good lessons observed, effective use of questioning enabled pupils to express their thoughts and reasoning processes. Good use of additional adults in both introductory and class activities ensured that pupils of differing abilities received good input and support. Where teaching is satisfactory, pupils' progress is slower. This is because teachers' planning is not always sufficiently matched to pupils' differing abilities and needs and lacks challenge for more-able pupils. Teaching is stronger in English than in mathematics. Good planning and organisation of literacy lessons results in teaching being broken down into small sections, which enable pupils to learn in structured steps. The use of assessment is satisfactory but is used inconsistently across classes. Where pupils have clear targets for improvement these are used well to inform their learning and to accelerate progress. Teachers' marking is sometimes cursory and does not always help pupils to improve their work. Pupils are not always challenged to present their work neatly nor to use the school's designated handwriting script.

The satisfactory curriculum has some good features that are helping to boost progress but which are not, as yet, leading to good achievement. The curriculum is broad and balanced and includes good opportunities for pupils to develop key personal and social skills, for example, working in groups and across classes. Carefully planned whole-school themed activities, such as a recent science day, reinforce pupils' skills in relevant ways. The

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curriculum is extended by links with other partnerships, for example, involvement in the Food for Life tree planting scheme. The curriculum is planned appropriately to enable pupils to develop and reinforce their literacy, numeracy and information and communication technology skills across subjects.

The good care, guidance and support given to all pupils boost their self-esteem and attitudes to learning. Parents and carers particularly welcome the considerable support given to those pupils who are potentially vulnerable. Analysis of specific need, early intervention, and effective use of other agencies effectively meet pupils' differing needs. A bi-lingual support worker and newly formed nurture group enhance provision and indicate the importance placed on this aspect by the school's leaders. There are satisfactory systems in place to ensure that those learning English as an additional language are taught key words prior to beginning new learning. Transition arrangements are well planned to enable older pupils to transfer smoothly to the next stage of education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has successfully established a united team response to school improvement, ensuring a purposeful working environment, where senior staff are firmly focused on raising standards and accelerating progress. Tracking systems are robust and are leading to appropriate interventions for those pupils who are falling behind. Target setting is challenging and aligned to performance management but has not led to significant numbers of pupils accelerating their progress. This is because monitoring of teaching and learning in classrooms has focused more on the teachers' delivery rather than a greater focus on the rate of pupils' learning. This goes some way to explaining why pupils' progress is satisfactory rather than good. Where weaknesses in teaching occur, checks are insufficiently rigorous to ensure sustained improvement. The school uses other aspects of its analysis more effectively, for example, seeking additional consultancy help to drive up pupils' standards in English. The governing body has recently reorganised itself into two committees to enable it to better manage and quality assure the school's provision, but this is at an early stage of development.

The school's response to safeguarding of pupils is satisfactory and has some very positive features. Child protection records are vigilantly maintained and all staff are regularly trained in child protection procedures. Recording and monitoring of other aspects is sometimes less meticulous, for example, some risk assessments are not routinely checked to identify any changes. Good arrangements to promote equal opportunities ensure that there is no discrimination and that the progress of different groups is now carefully

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checked. The school is well aware that more-able pupils and boys need to make better progress and systematic tracking is making teachers more accountable for the pupils in their care. Community cohesion is promoted well. The headteacher has been pivotal in forging links within the local community to the benefit of all stakeholders. The impact of this has resulted in a harmonious school where diversity is celebrated and the inclusion of all pupils is central to the school's provision.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a satisfactory start in the Early Years Foundation Stage. Good progress is made in their social and emotional development so that children behave well and listen carefully to others. Children make good progress in their communication and early reading skills owing to the creative and well-planned programme for teaching letters and sounds. All staff actively promote children's speaking skills in all aspects of their learning so that children develop confidence as speakers. Mostly, children's early mathematical skills are less well developed. Children are encouraged to eat healthily and enjoy the well-organised daily teeth-cleaning sessions.

Provision has many positive aspects. Adults are excellent role models for young children. This greatly enhances children's social development as they develop politeness and respect for others. Well-planned introductory activities grab children's attention and promote high levels of interest and enthusiasm. Children have good opportunities to investigate and explore a broad range of learning opportunities within the classroom, but provision for outdoor learning is less well developed. Teachers ensure that children have good opportunities to develop their early writing skills in exciting ways, for example, constructing a wanted poster for a super hero! Opportunities are sometimes missed for children to reinforce their mathematical skills when working independently.

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Coordination of provision is appropriately managed by the reception and nursery teachers who plan together to ensure equality and continuity for all children. Good links with parents and carers together with good transition arrangements enable children to feel safe, secure and happy. Effective assessment procedures ensure that staff know children well and plan work that mostly meets their differing needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

About a quarter of parents and carers returned the questionnaires. Most are overwhelmingly positive about the school. They say that their children enjoy school and welcome the fact that children's individual needs are met. Parents and carers particularly appreciate the school's positive response to children with special educational needs and/or disabilities and write positively about the early identification and support their children receive. Most parents and carers indicate that teaching is good. Inspection activities, such as observation of lessons and scrutiny of pupils' work indicate some inconsistencies in the quality of teaching and learning. A minority of parents and carers indicated that the school had a Christian rather than a multi-faith bias. Inspection findings indicate that the school goes the extra mile to accommodate the different faiths and heritages of all its pupils and ensures that religious education lessons closely follow the Agreed Syllabus guidelines. However, the headteacher acknowledges the desirability of pupils' visiting more non-Christian places of worship, in order to increase their understanding of other religions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ferney Lee 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 inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	63	20	37	0	0	0	0
The school keeps my child safe	24	44	28	52	1	2	1	2
My school informs me about my child's progress	19	35	31	57	2	4	1	2
My child is making enough progress at this school	25	46	25	46	4	7	0	0
The teaching is good at this school	27	50	25	46	0	0	0	0
The school helps me to support my child's learning	21	39	29	54	2	4	1	2
The school helps my child to have a healthy lifestyle	19	35	31	57	4	7	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)	20	37	29	54	2	4	0	0
The school meets my child's particular needs	20	37	30	56	4	7	0	0
The school deals effectively with unacceptable behaviour	18	33	29	54	3	6	2	4
The school takes account of my suggestions and concerns	20	37	28	52	1	2	2	4
The school is led and managed effectively	23	43	23	43	5	9	2	4
Overall, I am happy with my child's experience at this school	29	54	22	41	2	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



16 March 2011

Dear Pupils,

Inspection of Ferney Lee Primary School, Todmorden, OL14 5NR

I would like to thank you for the very warm welcome you gave the inspectors on our recent visit to your school. We enjoyed talking with you and finding out about your work and the many interesting school clubs that you attend.

This is what we found.

- Ferney Lee is a satisfactory school.
- Teaching is satisfactory and you told us you enjoy the exciting activities that your teachers provide.
- You behave well and show respect and concern for others.
- You willingly take on extra jobs, such as a playtime buddies or road safety officers.

To help improve your school we have asked your headteacher, other staff, and the governing body to do three important things to make the school better for you.

- Make sure that teachers always set work that is just right for you and challenges you to learn at a faster pace.
- Make sure that you make good or better progress, especially in mathematics
- Ensure that your school leaders and the governing body make sure that all aspects of your safety are carefully and regularly checked.

We know that you will do your best to help. We send our very best wishes.

Yours sincerely

Brenda Clarke
Lead inspector

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