

Farnley Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121660
Local Authority	North Yorkshire
Inspection number	359059
Inspection dates	27–28 June 2011
Reporting inspector	Bernard Jones

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	33
Appropriate authority	The governing body
Chair	Mr David Portlock
Headteacher	Mrs Annette Catterson
Date of previous school inspection	28 November 2007
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Introduction

This inspection was carried out by one additional inspector. He observed teaching and learning in eight lessons, where three different teachers were seen. The inspector held meetings with members of the governing body, the school improvement partner, staff, groups of parents and carers and pupils. He observed the school's work and looked at pupils' work, data on pupils' performance, development plans, safeguarding documents and records of the school's own monitoring of its performance. The responses to 19 parents' and carers' questionnaires were considered, alongside responses from staff and pupils.

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

- Whether the initiatives taken to raise standards in mathematics have been successful.
- How well teachers use information about pupils' progress when planning lessons.
- How effectively pupils with special educational needs and/or disabilities are supported in terms of ensuring their enjoyment and achievement in school.
- Whether the school ensures that pupils in the Early Years Foundation Stage have good provision and achieve well.

Information about the school

This is a smaller-than-average primary school. There are no pupils from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is well-above average. The number of pupils known to be eligible for free school meals is below average. Since the last inspection, a fall in admissions has led to a reduction to two classes of mixed-age groups instead of three. The school has Healthy School status and quality marks awarded by the local authority for its work on inclusion and dyslexia.

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 that gives good value for money. The large majority of parents and carers supports the school. Pupils' attainment varies year on year as numbers are small and there is no discernable long-term pattern to attainment. Pupils currently in Year 6 are above average and this reflects their good achievement. Children in the Early Years Foundation Stage also vary significantly in different years in terms of their skill levels. Generally, they make satisfactory progress.

Teaching is good and generally pupils achieve well. That includes those with special educational needs and/or disabilities, who make good progress and participate fully in school life. Teachers make good use of the information they have about pupils' attainment and progress to match teaching to pupils' different needs. However, the progress made by pupils in Year 1 is not as fast as in other year groups. That is because interventions and additional support put in place have not yet made their full impact. This is a caring and inclusive school, where pupils who are potentially vulnerable are catered for particularly well. There are striking examples where pupils entering the school with grave difficulties are helped to adjust and make progress. Pupils know how to live healthily and have a good understanding of the importance of exercise and good diet. The good care, guidance and support that pupils receive ensure that they understand well how to live safely and that they feel safe. Pupils' good spiritual, moral, social and cultural development is reflected in the harmonious relationships between pupils and with their teachers. As a result, the pupils' good behaviour is a strong feature in the good-quality learning that takes place. Attendance is adequate. Most pupils attend well, but the very few pupils' with poor attendance has a disproportionate impact on overall attendance. School leaders and the governing body acknowledge the need to improve communications with parents and carers and to involve them more closely in the life of the school and promoting good attendance.

The headteacher has the full support of staff and the governing body in her determined efforts to improve standards. The school has demonstrated good capacity to sustain improvements in provision and maintain good achievement. Staff have accommodated well to the much-higher numbers of potentially vulnerable pupils and to the difficulties of teaching two rather than three classes with the attendant wider age range in Key Stage 2. The teaching of mathematics is much improved and pupils now achieve well in the subject. Previous underachievement among Year 3 pupils has been tackled successfully. Self-evaluation procedures are accurate and are based on good-quality information about the school's performance. Good systems are in place to monitor the impact of interventions taken in terms of improved attainment and progress.

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What does the school need to do to improve further?

- Improve attainment and achievement of Year 1 pupils by:
 - monitoring closely the impact of additional resources that have been put in place to raise the achievement of potentially vulnerable pupils
 - making targets for improvement more precise and ensuring that pupils understand fully the next steps they need to take to improve further
 - providing additional opportunities for parents and carers to be involved more fully in supporting their children at home.
- Improve attendance by:
 - ensuring a better awareness among pupils and their parents and carers of the impact of good attendance on standards and achievement
 - capitalising on the good relationships with parents and carers to commit them to improving attendance
- -involving the governing body further in engaging more parents and carers in the life of the school.

Outcomes for individuals and groups of pupils

2

The quality of learning in classrooms is good. Pupils listen attentively, achieve well and enjoy their learning. They work very well together across the different age groups in each classroom and are keen to do their best. Teachers are very successful in creating a good atmosphere for learning. Behaviour is always good because pupils have good relationships with each other and their teachers. Pupils enter the Reception Year with skill levels that are broadly in line with expectations. They make good progress throughout Key Stages 1 and 2 and the attainment of pupils currently in Year 6 is above average. The small numbers in each year group means that attainment levels do not always reflect the good progress made by pupils of different levels of ability. The school maintains detailed records of the progress made by each pupil. They showed that Year 1 and Year 3 pupils were not achieving as well as they could. The situation has been tackled quickly and Year 3 pupils are now back on track, but there is further work to do with Year 1. The increasing number of pupils with special educational needs and/or disabilities and other potentially vulnerable pupils make good progress in line with that of their peers. They enjoy their work because of the good-quality support they receive in lessons from teachers and teaching assistants and because they benefit also from well-planned interventions to help them. By the time pupils leave Year 6, most are well equipped and ready for the next stage of their education, particularly in terms of their positive attitudes to school and learning and despite a very few pupils not attending regularly.

Pupils are open and very polite and welcoming to visitors. They are keen to describe what they like about the school and describe how proud they are of it. Both in play and in the classroom, pupils take the lead given by adults and are caring and responsible in their relations with each other and have a good understanding of right and wrong. Older pupils take on responsibilities readily in helping younger children. Pupils on the school council take an active role in decision-making, fulfilling their responsibilities and gaining from the experience. Overall, pupils' contributions to the school and to the wider community are

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good. The pupils take part in music and sporting activities offered and are good ambassadors for their school.

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	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
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	2
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 good. Teachers' marking is undertaken conscientiously and is helpful in taking pupils' work forward. Teachers use information from assessment data well to match the content of lessons to pupils' different ages and abilities. They plan carefully what they expect different groups to learn, but sometimes are not clear enough in their planning about what represents good progress for different groups in order to maintain a high level of challenge. Class management is consistently good and ensures a good platform for pupils' learning. The pupils, in turn, contribute by their good behaviour, which results in a positive learning atmosphere in lessons. Pupils' targets for improvement are generally used well to inform their further progress, but the targets for improvement for pupils in Year1 are not precise enough and sometimes it is not made clear to the pupils what to do to improve.

The curriculum is broad and interesting and is satisfactory in the impact it has in meeting pupils' personal needs and ensuring their interest and enjoyment. A variety of visitors and educational visits makes a positive contribution to pupils' development, particularly in giving support in areas that a small school cannot easily provide, such as music and French. Pupils' use of information and communication technology (ICT) is satisfactory and,

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when used by teachers as an aid to learning, it is employed effectively to engage pupils and to help them to understand new ideas. There is insufficient formal planning to ensure that pupils practise and consolidate their basic skills in numeracy and ICT in other subjects.

The effectiveness of the school's care, guidance and support is good. Teachers and classroom assistants make a valuable contribution to the care and guidance of potentially vulnerable groups. The most vulnerable pupils receive high-quality help and flourish as a result. The increasing numbers of pupils with special educational needs and/or disabilities are supported well, enabling them to take a full part in the life of the school and achieve well. Partnerships with other schools and agencies are satisfactory and impact positively on pupils' experiences and the life of the school. The school works hard to improve attendance. It is increasingly successful with the very few pupils who are persistent absentees, but, despite its efforts, a few parents and carers take their children on holiday during term-time.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher gives a strong lead in setting a clear vision for the further improvement of the school. It is founded on the detailed monitoring of pupils' achievement with an expectation of good progress by all groups. Staff share this ambition to succeed and subject leaders play a good part in developing, monitoring and evaluating their subjects. The governing body makes a good contribution by supporting and challenging the school. It ensures that requirements regarding safeguarding procedures are met well. It sees to it that financial control, planning and accountability are secure. However, it still has work to do to engage the school's parents and carers more fully so that all parties can contribute to improving standards. Despite the need to ensure that pupils in Reception Year and Year 1 learn as quickly as in other year groups, school leaders meet their responsibilities effectively to provide equal opportunities for pupils. They are committed fully to ensuring that any form of discrimination is tackled assiduously. Whole-school planning is good and self-evaluation is accurate, if somewhat modest. The provision for community cohesion is good and has a clear impact that can be seen in the way pupils get on well together and develop a good understanding of their place in the wider society. Targets are set appropriately and are increasingly challenging. The school's records show that they are largely being met.

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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	3
The effectiveness of partnerships in promoting learning and well-being	3
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

Well-planned induction procedures are used effectively to help children settle well into the Reception class. The process ensures that parents and carers are encouraged to take a full part. Parents and carers are supportive and so children co-operate well with the teacher and other adults. Children start with skill levels that are mainly typical for their age. However, the small numbers entering each year means that the levels vary significantly with different year groups. Records show that children make at least satisfactory progress overall and the current year group is making good progress. Leadership and management are sound and ensure a curriculum that builds children's learning systematically. The class teacher's planning and the associated assessment of children's progress are satisfactory. Staff know well how young children learn and provide activities that they enjoy thoroughly in the calm, purposeful learning atmosphere. For example, children set up a ramp outside with the help of an adult and measured how far toy cars travelled, in order to extend numeracy work started in the classroom successfully.

Well-established routines help children to acquire the necessary social skills to participate fully in the range of activities provided. Staff are particularly successful in developing children's personal and social skills. Potentially vulnerable children benefit from additional help and care and they too make at least satisfactory progress. Children benefit greatly from interacting throughout the day with older pupils in the mixed-age class that includes pupils in Years 1 and 2. Both the classroom and the outdoor area provide satisfactory learning environments. However, the free flow of activities between the two areas is constrained by the building, which makes access difficult to both facilities at any one time. The problem is made more difficult by staffing constraints in this small school. The continuous provision between outdoor and indoor facilities is limited, as is the time spent by the class teacher on learning planned specifically for children in the Early Years Foundation Stage.

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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

A large majority of parents and carers returned the questionnaire, a higher-than-average response. Most are supportive of the school, confirming the positive views of those who met the inspector. In particular, parents and carers value the safety and security provided by the school, the good-quality teaching, the way the school helps ensure pupils have a healthy lifestyle and the way the school meets their children's particular needs. Most say they are aware of their children's progress and the majority is satisfied with their children's achievement. They like also the way pupils are taught to behave considerately and responsibly and to relate positively to each other and to adults. However, a small minority expressed concern that the school does not listen to them. A similar proportion felt that the school is not managed well and unacceptable behaviour is not dealt with effectively. The inspection found that the school works hard to include parents and carers in all its activities, but the headteacher and governing body acknowledge that it still has work to do in order to engage parents and carers fully in the life and work of the school. The inspection found that pupils are well cared for and judge that behaviour is good in and around the school. Pupils state that they feel safe, do not suffer from bullying and enjoy coming to school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Farnley Church of England Voluntary Aided 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 33 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	53	6	32	2	11	1	5
The school keeps my child safe	9	47	10	53	0	0	0	0
My school informs me about my child's progress	6	32	10	53	3	16	0	0
My child is making enough progress at this school	6	32	8	42	5	26	0	0
The teaching is good at this school	6	32	10	53	2	11	1	5
The school helps me to support my child's learning	8	42	7	37	4	21	0	0
The school helps my child to have a healthy lifestyle	8	42	10	53	1	5	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)	3	16	7	37	5	26	0	0
The school meets my child's particular needs	5	26	13	68	1	5	0	0
The school deals effectively with unacceptable behaviour	6	32	8	42	4	21	0	0
The school takes account of my suggestions and concerns	5	26	7	37	6	32	0	0
The school is led and managed effectively	5	26	7	37	5	26	1	5
Overall, I am happy with my child's experience at this school	6	32	11	58	1	5	1	5

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



29 June 2011

Dear Pupils

Inspection of Farnley Church of England Voluntary Aided Primary School, Otley, LS21 2QJ

Thank you for being so welcoming and friendly when I inspected your school recently. Please thank your parents and carers for all their letters and for taking the time to talk to me. I enjoyed watching and listening to you in your lessons, reading your work and talking to you. I found that yours is a good school. The way you take responsibility and the manner in which older pupils help younger children were very impressive. I enjoyed particularly the way you participate so enthusiastically, for example in your Class 2 'Freeze-frame' literacy lesson. You, obviously, enjoy coming to school and this shows in your good behaviour in classrooms and around the school. It is very noticeable how your school helps you in learning to live healthily and safely so that you develop into mature young people, ready to progress to the next stage of your education.

The teaching you receive is good. That means you make good progress and Year 6 pupils have reached above-average standards. You say that you like your teachers and the way they take good care of you and you were positive in your questionnaire responses. To make things even better, I have asked your headteacher and teachers to help improve the learning for pupils in Year 1 and to help them make better progress. Finally, the attendance records of some are too low, so I have also asked the school and the governing body to improve attendance and to include your parents and carers more in the life of the school. You can help by continuing to work hard. I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely

Bernard Jones

Lead Inspector

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