

# Ferney Lee Primary School

Ferney Lee Road, Todmorden, West Yorkshire, OL14 5NR

**Inspection dates** 19–20 March 2013

<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		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- There is a strong sense of community in the school. Pupils' behaviour and attitude to learning are outstanding. They feel very safe and cared for. Pupils respect the staff, themselves and one another.
- Teaching is consistently good. Lessons are interesting with a wide variety of activities.
- The leadership and management of the school, including that of the governing body, are outstanding. The headteacher is an inspirational leader who has driven significant improvement in teaching and pupils' achievement since the last inspection.
- Pupils are courteous and considerate. Pupils' spiritual, moral, social and cultural development is strong as a result of the rich and varied range of experiences provided by the school.
- From starting points which are much lower than is typical for their age, pupils make good, and sometimes outstanding, progress as they move through the school.
- Children in the Early Years Foundation Stage receive a good start to their education as a result of the stimulating teaching and high levels of care they receive.
- Pupils who enter the school at the early stages of learning English and those pupils supported by the pupil premium are very well supported by the school and, consequently, make as good, and sometimes better, progress than their classmates.

### It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Although progress in mathematics is good, it does not match that in English, particularly in reading.

## Information about this inspection

- Inspectors observed 19 lessons taught by nine members of staff. Two lessons were carried out as joint observations with the headteacher.
- Meetings were held with staff, pupils and members of the governing body. A meeting was also held with a representative of the local authority.
- Inspectors observed the school's work and looked at a range of documents including its plan for future development. Additionally, records of pupils' progress, arrangements for safeguarding and documentation on the monitoring of teachers' performance were scrutinised.
- Inspectors analysed the 21 responses to the online questionnaire (Parent View). Inspectors also spoke to parents as they visited the school and looked at the results of the school's own parental questionnaires.
- Inspectors listened to pupils read.

## Inspection team

Ray Biglin, Lead inspector

Additional Inspector

Gary Kirkley

Additional Inspector

## Full report

### Information about this school

- The school is smaller than most primary schools.
- The proportion of pupils supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is well above the national average. There were no children from service families in Year 6 in 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The majority of pupils are from a White British background, with the next largest group being British Asian pupils.
- A number of pupils enter the school in the early stages of learning English.
- There is a breakfast club and an after-school club run by the school.
- The school has been awarded the Green Tree (woodland) Gold Award, Healthy School Status and achieved the Gold Standard for Extended Services in Schools.

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

- Raise the quality of teaching and pupils' progress, especially in mathematics, to outstanding by:
  - ensuring teachers ask a greater variety of questions that are more closely matched to the different needs of pupils
  - providing more opportunities for pupils to improve their work in response to teachers' marking and the comments in their books
  - increasing opportunities in mathematics lessons for pupils to solve problems in practical situations.

## Inspection judgements

### The achievement of pupils is good

- Pupils enter the Nursery with skills and abilities that are well below what would be expected for their age, particularly so in mathematics. As a result of well-planned lessons, children develop effectively the basic skills of linking letters and the sounds they make and, as a result, are well placed to develop confidence in reading and writing. The school's systematic approach to the teaching of letters and sounds is clearly having an impact on pupils' progress.
- Children play together well and are keen to learn. This was seen when a group of children in a lesson about letters and sounds could hardly wait to discover which new sound they would be tackling. Overall, pupils make good progress in the Early Years Foundation Stage and enter Key Stage 1 with skills and abilities much closer to what would be expected for their age.
- Over a period of time achievement in Key Stage 1 has been good. There was a dip in 2012 as a result of some complex staffing issues in Year 2. The leadership and management of the school acted quickly and decisively to resolve those issues and pupils in Years 2 are once again making good progress as a result of consistently good teaching.
- Pupils continue to make good progress as they move through Key Stage 2, particularly in reading where for many pupils progress is outstanding. Pupils really enjoy reading and do so fluently and with confidence. One Year 6 pupil talked enthusiastically about reading to people at home and who her favourite authors were.
- Attainment at the end of Key Stage 2 is above average with pupils doing particularly well with their reading. Last year all pupils, including those from British Asian communities, achieved the expected level (Level 4) in English with more than half of them doing better than expected in reading. In mathematics all but two pupils achieved the expected level with two doing better than expected.
- The school works effectively to promote equal opportunities and, as a result, disabled pupils and those with special educational needs make good progress. In 2012 all groups of pupils supported by the pupil premium (including those eligible for free school meals) achieved standards in English which were a term ahead of pupils nationally. In mathematics they were about a term behind, but the gap for pupils currently in Year 6 is much narrower.
- A number of pupils enter the school at the early stages of learning English. These pupils are fully integrated into the school and quickly make good progress.

### The quality of teaching is good

- Teaching has improved since the last inspection because leaders and middle managers regularly check the quality of lessons and provide staff with good professional support in order to improve. Teaching is consistently good and outstanding English teaching was observed in all three key stages.
- Teaching in mathematics is good and lessons are well planned to meet the needs of individual pupils. For example, in a Year 6 class the most able pupils were given their own challenges from the very start of the lesson. However, in some mathematics lessons the pupils are not always given interesting problems to solve based around real-life situations. Consequently, their interest and their progress are not as good as in English lessons.
- Relationships between pupils and staff are excellent. Teachers have high expectations and clearly explain tasks to pupils. In the best lessons pupils learn at a brisk pace and teachers use questions skilfully in order to deepen pupils' understanding. Occasionally, questions are not varied enough or tailored sufficiently to individual pupils.
- Pupils particularly enjoy lessons where there are opportunities for them to learn by themselves and activities are fun. In one lesson pupils enthusiastically performed television adverts which they had written together in groups.
- Reading is taught particularly well and from the start teachers are skilled in helping pupils to

develop their skills in letters and sounds. All pupils have access to a wide range of high-quality reading books including some written in more than one language. Additionally, new books are discussed and celebrated in assembly, and in topic work pupils are encouraged to read a range of fiction and non-fiction books. Consequently, pupils, including those in the early stages of learning English, make outstanding progress with their reading.

- Pupils' books are thoroughly and consistently marked by their teachers. There are comments that praise hard work and comments that suggest what pupils could do to make their next piece of work better. Although pupils are encouraged to respond to the advice they are given, not all teachers check that this has been done and, consequently, opportunities to improve pupils' work are sometimes missed.
- Throughout the school there is a good variety of resources available to help pupils learn and teachers ensure that their classrooms are welcoming with stimulating displays. Information and communication technology is used well. On a number of occasions inspectors observed interactive whiteboards being well used. In one lesson the teacher used this resource to film pupils as they presented their work.
- The school employs a number of well-trained teaching assistants who skilfully and sensitively help pupils who need extra support, particularly in reading, writing and mathematics.

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

- Pupils' behaviour is exemplary in lessons and around the school. This is a harmonious school and pupils from a range of different backgrounds get on very well with each other and all the staff who work in the school. As one parent said, 'Children of all abilities, races and religions are valued and given the opportunity to shine.'
- The vast majority of parents and pupils and all members of staff agree that behaviour is outstanding and that, if there are any incidents of inappropriate behaviour, they are quickly dealt with. There is a clear behaviour management system in place which is clearly understood by pupils and consistently applied by staff.
- Bullying is rare and pupils are fully confident that the staff take any such occurrences seriously; they therefore feel safe, secure and well cared for. They understand the different kinds of bullying, including cyber-bullying, and know how to deal with them appropriately.
- Pupils understand the importance of working together, both with each other and with adults. They understand how their own behaviour contributes to everyone's successful learning and, as a result, listen carefully in class and respect and value the views and opinions of others.
- This is a happy school where pupils enjoy learning and, as a result, they attend regularly and very few are away for any length of time.

### **The leadership and management are outstanding**

- Inspirational leadership from the headteacher and other senior leaders has led to consistently good teaching with some that is outstanding. The improvement since the last inspection means that pupils learn exceptionally well in reading and make good progress in writing and mathematics.
- The headteacher has quickly established a strong team spirit in the school. As one member of staff said, 'We are all part of a very committed, hard-working team. There is a real buzz about the school.'
- Those leaders with specific responsibilities for subjects are highly committed and firmly focused on good progress for all pupils regardless of their abilities or any problems they might face. All pupils matter at Ferney Lee School and leaders and teachers regularly meet to check if pupils are doing as well as they should; if not, they act quickly to put support in place.
- The school has built good relationships with parents. Parents enjoy coming into school to take part in celebration assemblies and value the regular information they receive about the progress

their children are making. In particular, they appreciate that the headteacher and other members of staff are visible and available to talk to at the start and end of every day.

- Teaching has improved because rigorous performance management ensures that teachers only move up the pay scale when they can clearly demonstrate that their teaching is good enough to secure good achievement.
- The pupil premium is used well to ensure that all pupils have an equal opportunity to do well. The school has used this extra funding in a variety of ways, including trips to widen pupils' experiences, creating a parents' support group and providing additional teaching assistant support to help pupils with their basic skills.
- The way in which the school organises the subjects which pupils study is broad and balanced and uses a topic-based approach to enthuse pupils. For example, pupils in Years 3 and 4 study 'The Wild West.' This approach has created more opportunities for reading and writing, which has further raised achievement in English.
- The school makes an excellent contribution to pupils' spiritual, moral, social and cultural development. There are many opportunities for pupils to take part in a range of activities including sport. There is an active school council and some of its members are part of a local schools group which discuss community issues. At the start of every week pupils are given the opportunity to reflect and discuss their feelings so as to build their confidence and help them understand the world and the community they live in.
- The local authority has provided a good range of support since the last inspection and carries out termly reviews of how well the school is doing. Additionally, the local authority organised support from a headteacher from a neighbouring local authority.
- **The governance of the school:**
  - The governors are passionate about the school and carry out their duties carefully. Each governor is linked to a particular class and they closely monitor how well pupils in that class are doing. Governors are very knowledgeable about the school, including the data on its performance and the quality of teaching, and fully understand what needs to be done to improve the school further. They know that the school needs to raise attainment in mathematics to that in English. The governors ask searching questions of the headteacher and other managers and are fully involved in decisions about how the pupil premium is spent. Governors know that teachers' targets and appraisal are linked to improvements in teaching and progress and are linked to pay awards. They ensure that the school is a safe and secure place for pupils to learn and all statutory safeguarding requirements are fully 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>	107478
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	405103

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>	184
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sean Kirwan
<b>Headteacher</b>	Helen Hannah
<b>Date of previous school inspection</b>	14 March 2011
<b>Telephone number</b>	01706 812412
<b>Fax number</b>	01706 839998
<b>Email address</b>	head@ferneylee.calderdale.sch.uk



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