

Forest of Galtres Anglican/Methodist Primary School

Station Lane, Shipton-By-Beningbrough, York, North Yorkshire, YO30 1AG

Inspection dates 24–25 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The experienced headteacher, supported by staff and the governing body, sets a clear direction for the school's work and is driving forward school improvement.
- Teaching is good and there is a determined drive to make it better. The best teaching sees learning moving on rapidly because work is challenging for pupils of all abilities.
- Pupils play their part in the successes of the school through their good, and sometimes outstanding, behaviour and readiness to learn.
- Subject leaders know what works well and what needs doing.
- The successful promotion of pupils' spiritual, moral, social and cultural development is at the heart of the school's work.
- Most parents hold the school in high regard.
- Most pupils make good progress from their broadly average starting points. Standards in reading, writing and mathematics have been above the national average for four of the last five years.
- The school provides a rich and varied curriculum for its pupils.
- The strong governing body increasingly holds the school to account and leads its direction.

It is not yet an outstanding school because

- A small amount of teaching, mostly in Key Stage 2, requires improvement and there are too few outstanding lessons to secure outstanding progress.
- Standards in English, and especially in mathematics, were lower in the 2012 national tests than in previous years. The progress of this year group as they moved through school was not as good as usually seen in school.
- The regular monitoring of teaching does not focus sharply enough on how pupils of different abilities learn.
- Some lessons do not enable all pupils, especially the more able, to make best possible progress.
- The quality of the lessons that help pupils to link letters to the sounds they make (phonics) is too variable to ensure pupils always make good progress.

Information about this inspection

- Inspectors visited 15 lessons, taught by eight teachers, four of which were joint observations carried out with the headteacher.
- They held meetings with governors, staff and pupils and talked to a representative of the local authority.
- Inspectors listened to three pupils in Year 2 and three pupils in Year 6 read.
- Inspectors observed pupils' work in all classes, especially focusing on Years 2, 3, 4 and 6.
- They studied a range of documents including: the school's own evaluation of its work; plans for the school's future development; records of the monitoring of the school's work, including of lessons, undertaken by the headteacher and other staff; a recent local authority 'health check' of aspects of the school's work; safeguarding policies and records; the school's analysis of data on pupils' progress; and attendance information.
- The 32 responses on the on-line questionnaire (Parent View), were analysed. Inspectors spoke to and received information from a small number of parents during the inspection, taking account of their views.

Inspection team

Derek Pattinson, Lead inspector

Additional Inspector

Peter Marsh

Additional Inspector

Full report

Information about this school

- Forest of Galtres Anglican/Methodist Primary School is a smaller than the average sized primary school.
- Fewer pupils than in other primary schools join or leave at times other than the usual times.
- 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 below average.
- The proportion of pupils from minority ethnic groups is well below what is typical nationally and no pupil is at an early stage of learning English as an additional language.
- The proportion of pupils supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- More than half the pupils arrive by coach from neighbouring villages.

What does the school need to do to improve further?

- Ensure that all teaching is at least good and that more is outstanding in order to raise pupils' achievement further, especially in mathematics by:
 - eliminating the small amount of teaching, mostly in Key Stage 2, that requires improvement
 - checking that activities are always challenging, especially for the more-able pupils
 - injecting greater pace into some lessons and checking that pupils have enough time to work independently
 - building on the good work already started to ensure all pupils have regular opportunities to solve problems, where possible linked to real-life situations
 - increasing opportunities for pupils to use their mathematical skills in other areas of the curriculum
 - ensuring that pupils are always clear about what they must learn and how well they are doing to help them check on their own progress
 - checking that all lessons which help pupils link letters to the sounds they make are always briskly paced, enabling pupils to practise and repeat sounds often, building carefully on prior learning
 - ensuring that leaders focus more sharply on how pupils of different abilities learn when checking regularly on the quality of teaching.

Inspection judgements

The achievement of pupils is good

- Most pupils achieve well. Standards in reading, writing and mathematics have been above the national average until the 2012 national tests when standards in both English, and especially in mathematics, fell to their lowest levels for five years. However, the school's detailed tracking shows that current Year 6 pupils are on target to achieve at above-average levels in this year's national tests once again and that their progress is accelerating.
- Children enter the Reception class with skills that are broadly typical for their age. The warm, caring, supportive approach of all adults combined with the mostly good teaching and provision ensures that they steadily develop knowledge, skills and understanding as they move through their Reception Year.
- Progress across Key Stage 1 and in most classes of Key Stage 2 is good for most groups of pupils. For example, the small number of pupils who receive funding through the pupil premium and pupils with disabilities and those with special educational needs perform as well as others in the school because of strong and proactive leadership and good provision. For example, the gap in mathematics between the few pupils receiving the pupil premium, including those known to be eligible for free school meals, and those who do not, is narrow. However, the more-able pupils do not always make good progress.
- Leaders place significant emphasis on analysing progress data so that they know how well pupils are doing. As a result individual needs are identified early so that a variety of successful support arrangements can be employed, often using skilled teaching assistants, when pupils are at risk of falling behind. These varied approaches, including 'booster' sessions and new initiatives in mathematics, along with the rigorous checking procedures, are helping to accelerate progress for all groups of pupils.
- In the most recent national check on children's ability to link letters to the sounds they make, which is carried out at the end of Year 1, pupils performed below what is typical nationally. Nevertheless, pupils make good gains in learning to read accurately and fluently for pleasure, information and enjoyment as they move from Year 1 to Year 6. This is because the promotion of reading and writing is given a high profile within the school, although high quality phonics teaching is not yet consistent across the school.

The quality of teaching is good

- A wide range of inspection evidence showed teaching to be good. There is a very small amount of outstanding teaching and a minority requires improvement, mostly of mathematics.
- Teaching in the Reception class ensures children make a sound start to their learning. All adults work hard to engage children in conversation, stimulate their curiosity, extend their knowledge and nurture independence. For example, one group were enthralled by the movements of a stick insect, others organised their own puppet show, while a third group talked about different spring flowers and used oil pastels to draw daffodils.
- Typical of the most effective teaching in Key Stages 1 and 2 was a Year 4 science lesson in which pupils, through practical investigation, were learning about the friction of different surfaces. In this lesson, pupils made good progress because work was matched to their needs, the teacher's subject knowledge was secure, resources were carefully chosen to extend learning and pupils knew precisely what was required of them.
- Relationships at all levels are good, reflected in the comment by one pupil, acknowledged by others, that, 'Teachers make learning fun.' This ensures that pupils are keen to learn and there is a strong working atmosphere.
- Most teaching of reading and writing is effective. For example, pupils in Year 2 confidently break down words into their component parts and link letters to the sounds they make. However, the teaching of early reading skills varies from requiring improvement to outstanding. As a result

pupils do not always make good progress. Writing is taught well and is strongly represented in pupils' literacy books. For example, Year 6 pupils made good improvements to stage directions, considered their feelings about *The Diary of Anne Frank* and wrote an interesting autobiography in the style of Roald Dahl.

- Teachers' marking often helps pupils to improve by directing them to the next step in their learning or referring them to the target they are next required to achieve. They are often involved too in evaluating their own work to help the teachers to plan for the next lesson.
- A little teaching requires improvement, mostly in Key Stage 2. For example, progress slows when work is not at the right level of challenge, especially for the more able, when pupils are unsure what they must learn or how well they are doing and when the pace of lessons is too slow and pupils do not have enough time for independent work.

The behaviour and safety of pupils are good

- Pupils, including those who may be vulnerable due to their circumstances, enjoy school, which helps to explain why attendance is above average and most pupils, including the many who arrive by bus, are punctual.
- Many pupils have exemplary attitudes to learning and are keen to do well in lessons and when working in small groups. This is especially so when lessons inspire them to learn, such as in a Year 1 practical mathematics lesson in which pupils used a wide range of resources to solve simple number problems. Pupils persevere even on the rare occasions when they are required to sit on the carpet for a long period or work is too hard for them.
- Behaviour in lessons is almost always good and sometimes outstanding. For example, Year 6 pupils behaved impeccably in a lesson on rotating two-dimensional shapes while Year 2 pupils demonstrated exemplary behaviour in a lesson linking letters to sounds.
- Behaviour is invariably managed well. Pupils say they like the reward system involving the regular use of stamps and certificates, and understand the sanctions imposed, believing them to be fair. They know about different forms of bullying. They say that inappropriate behaviour, such as 'name calling', occasionally occurs, mostly in the playground, but is almost always dealt with quickly and is never allowed to impinge on learning.
- Almost all parents are unreservedly positive about behaviour. They believe, rightly, that pupils' spiritual, moral, social and cultural development is at the heart of the school's work. As a result pupils are polite and treat each other with respect.
- Pupils say they feel safe and secure and understand the importance of adopting safe practices, and parents agree. For example, they comment positively about visitors wearing badges and know about dangers posed by the internet.
- Assemblies and class discussions reinforce the importance of working together and make a significant contribution to spiritual, moral, social and cultural development.

The leadership and management are good

- The experienced headteacher provides an effective steer for the school's work. She is ably supported by senior leaders, staff and governors. There is good team spirit and all are committed to continued improvement.
- Professional development, informed by secure arrangements for managing teachers' work, is given much emphasis. As a result teachers are increasingly held to account for the progress their pupils make. It has also helped to improve teaching through regular checks of its quality. However, checks do not yet focus clearly enough on how well teachers help pupils to make good progress, especially in mathematics, in order to help to drive up standards further.
- The local authority provides regular, well-focused challenge and support, such as through a recent 'health check' it undertook at the request of the school to review aspects of mathematics and how well pupils learn to read. Leaders' knowledge of what needs doing combined with the

knowledge leaders gained from the local authority review has provided the impetus for the implementation of successful initiatives, such as in mathematics, to help accelerate pupils' progress. Priorities for development are therefore the right ones and there is rigour in the pursuit of them. For example, the introduction of problem-solving activities in mathematics is helping to boost learning.

- Subject leaders lead their subjects effectively, regularly checking on provision and standards. As a result they are increasingly accountable for standards and progress.
- Rigorous and regular checks on test results and of pupils' progress from an analysis of data help leaders set challenging targets for improvement and identify how well pupils are doing. Checks also enable immediate support to be provided to pupils who are starting to fall behind.
- Residential visits, such as to Alnwick in Northumberland and day visits such as to Beningbrough Hall provide evidence of the rich and varied curriculum that the school provides for its pupils. Subjects are increasingly linked together in meaningful ways to help bring learning alive. For example, Year 4 pupils undertake geography, art and literacy in work on India. However, there are sometimes missed opportunities to develop mathematical skills. Furthermore, opportunities to solve problems in mathematics to help boost learning, especially when linked to 'real life' situations, are at an early stage.
- Parents are overwhelmingly supportive of the school. However, a small number of parents do not believe that the school is well led and managed or that they receive valuable information about their child's progress. Inspectors judge that the school is well led and managed.
- **The governance of the school:**
 - The governing body challenges and supports the school well, and holds the school increasingly strongly to account for standards and achievement. It has good knowledge of procedures to check on the performance of staff, school data and the quality of teaching. It clearly understands where the school's priorities lie and what further action needs to be taken to help it to become outstanding. Statutory duties are fulfilled and financial management is secure. Governors ensure that pupil-premium funding benefits relevant groups. Safeguarding policies and procedures are fully understood, met and regularly reviewed.

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

Unique reference number	121601
Local authority	North Yorkshire
Inspection number	413150

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Rebecca Sheddon
Headteacher	Christine Windwood
Date of previous school inspection	24 April 2009
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