

Farnley Church of England Voluntary Aided Primary School

Farnley Lane, Farnley, Otley, West Yorkshire, LS21 2QJ

Inspection dates

19 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- The school's overall effectiveness has declined markedly since the last inspection. Leaders and governors have not done enough to secure improvement.
- Governors do not know enough about the school's work and its performance to be able to challenge the leaders about the decline and how its performance compares to other schools.
- Pupils' achievement throughout the school is inadequate because all groups of pupils make inadequate progress, particularly in writing and mathematics.
- Teaching is inadequate. Teachers do not check regularly enough on pupils' progress in lessons.
- Expectations of pupils in most lessons are low. Work is not hard enough to stretch pupils, in particular the most able.
- Pupils have too few opportunities to develop their skills in writing and mathematics.
- The provision for children in the Early Years Foundation Stage is inadequate.
- In the range of subjects taught not enough emphasis is placed on meeting the needs of the most able pupils.
- Pupils' behaviour and attitudes to learning require improvement.
- Some staff are reluctant to take on key leadership roles and this is hampering the school's progress.

The school has the following strengths

- The school is a very caring and safe place. Disabled pupils and those with special educational needs in Key Stages 1 and 2 receive good support in their personal development. This helps them make good progress in this area.
- The recently appointed headteacher has a very good understanding of how to improve the quality of education for pupils in the school.

Information about this inspection

- The inspectors observed seven lessons and part lessons.
- Meetings were held with the headteacher and two governors. Pupils from Key Stages 1 and 2 read with an inspector. In addition, a separate conversation was held with a representative of the local authority.
- Information from a range of school documentation was reviewed. This included:
 - samples of pupils' work in their books
 - the details relating to safeguarding
 - the school's procedures for gaining an accurate view of its performance and plans for its improvement
 - records held by the school about pupils' attainment and progress.
- The view of parents was ascertained by meeting a group of parents. The responses to the on-line questionnaire (Parent View) were too few to be taken into account.
- An analysis of the responses from seven staff to the inspection questionnaires, together with an ongoing dialogue with staff, gave inspectors an insight into their views.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Sharon Lambert

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is a much smaller than average-sized primary school.
- Pupils are educated in two mixed aged classes. One class comprises children in the Early Years Foundation Stage and pupils in Key Stage 1. The other class comprises pupils in Key Stage 2.
- The vast majority of pupils are of White British heritage.
- 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 also above average.
- A very small number of pupils are supported by the pupil premium. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and children looked after by the local authority.
- The number of pupils in Year 6 is below the figure required to report on whether or not the school meets the government's current floor standards. This is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The headteacher took up post in September 2013.
- The school has very recently affiliated to the Harrogate and Rural Teaching Schools Alliance (HART) which provides training and collaboration to improve the school.
- The school offers a breakfast club for pupils each morning.

What does the school need to do to improve further?

- Rapidly improve the quality of teaching so that it is consistently good or better so that all pupils make at least good progress throughout the school and develop good or better attitudes to learning by:
 - raising teachers' expectations and those of the pupils, as to what pupils are capable of achieving and ensure that pupils work harder and learn more effectively in lessons
 - making sure that teachers make accurate judgements about each pupil's attainment and progress in order to plan learning that delivers good and consistent progress for all groups of pupils
 - making sure teachers use questioning well to check the progress that pupils are making during lessons and make adjustments to their teaching where necessary
 - giving pupils precise guidance about the progress they are making, how they can improve their work and by making sure that all pupils respond to teachers' marking by correcting errors in their work.
- Ensure that all pupils make good progress in writing and in mathematics in Key Stages 1 and 2 by:
 - making sure that the needs of the most able pupils are fully met
 - making sure that pupils are given regular opportunities to develop their writing skills across all

subjects and that high standards of presentation are established

- developing regular opportunities for pupils to write and record work for themselves in subjects other than literacy
- making sure that teachers plan lessons so that pupils have regular opportunities to use and apply their mathematical skills in other subjects.

■ Ensure that the provision for children in the Early Years Foundation Stage enables them to make good or better progress in each area of their development by:

- carrying out a thorough analysis of the skills of staff working with the Early Years Foundation Stage and ensure this is followed through with actions to address any deficiencies
- making sure that the requirements of the Early Years Foundation Stage are met.

■ Urgently improve the effectiveness of leadership and management, including governance by:

- implementing procedures for managing the performance of staff so that their targets are directly related to the progress pupils make
- developing the leadership skills of staff so they can be effective in leading aspects of the school's work
- provide high quality training to the school's staff to ensure they have the skills they need to carry out their duties effectively
- ensuring the governing body has the skills needed to hold the school to account for its performance and how it compares to other schools.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Across the school, pupils' progress is too slow; consequently achievement, given their starting points, is inadequate. While many pupils are articulate, relatively confident and have a desire to learn, these qualities are not developed resulting in low attainment, particularly in writing and mathematics.
- Children start school in the Reception Year with skills that are usually typical for their age. The progress they make is inadequate because teachers do not help them to develop their skills and knowledge all aspects of the curriculum. In 2013, too few children reached a good level of development.
- In Key Stage 1, teachers have low expectations of pupils' capabilities. Evidence gathered during the inspection from the analysis of pupils' work, reviews of current data held by the school and observations of pupils at work in lessons confirms that pupils at Key Stage 1 do not achieve as well as they should in writing and mathematics.
- Over time, pupils at the end of Year 2 have shown average levels of attainment with none reaching the above average Level 3 in reading, writing or mathematics. In the most recent phonics screening check at the end of Year 1 the proportion of pupils gaining the standard expected for their age was below average.
- In Key Stage 2, pupils' attainment over time has been average at best, with no evidence of pupils gaining the higher Level 5 or 6. Observations of pupils working in lessons, analysis of their work and reviews of school records show that progress across Key Stage 2 is inadequate.
- Pupils have very little opportunity to apply their writing skills to subjects other than English and their books show they do not write at length frequently enough. Pupils have too few opportunities to create extended pieces of writing in subjects such as science and history.
- Pupils' handwriting is not good enough; at times their work is untidy and lacks care. Some pupils struggle to spell accurately or use grammar correctly. In 2013, the results in the Year 6 spelling, grammar and punctuation test were average.
- In mathematics, pupils' skills are behind where they should be across the school. Some older and more able pupils do not achieve as well as they could in the basic skills of addition, subtraction, multiplication and division. Work in their books shows very little evidence of opportunities to apply their mathematical skills to practical, problem-solving activities and this hampers progress, particularly for the most able pupils.
- There is a more positive picture in reading. Many pupils enjoy reading and do so regularly at home and in class. While attainment is average, some pupils read well and from a wide range of texts.
- In this school, the pupil premium funding is not used well to support those targeted pupils it is intended to help so they too underachieve. The school's promotion of equality of opportunity is inadequate.
- The support given to disabled pupils or to pupils with special educational needs is improving under the guidance of the headteacher. Staff offer pupils good levels of personal support and guidance. Individual pupils supported at school action plus, and those pupils with a statement of special educational need, make good progress towards their personal targets because of the well established systems that support pupils' personal development and well-being. However, this group make similarly inadequate progress as other pupils in other aspects of their work because expectations of their capabilities are not high enough.

The quality of teaching

is inadequate

- Teaching is inadequate. Over time, teachers' expectations of what pupils should achieve have been too low.

- The work provided in writing and mathematics is not sufficiently challenging to move pupils' existing skills and knowledge forward quickly enough. This is particularly the case for the most able pupils. There is a lack of understanding by some staff of the academic ability and potential of these children resulting in work which is too easy for them.
- The needs of the youngest children are not fully understood by staff and the requirements of the Early Years Foundation Stage curriculum are not met.
- In literacy, staff do not set their expectations high enough in terms of what pupils have the potential to achieve or the standards of presentation they expect. Consequently, pupils do not take enough care when they write to ensure that their handwriting and presentation are neat enough. There is limited scope for pupils to develop their speaking and listening skills.
- Disabled pupils and those who have special educational needs, receive close attention from teaching assistants. This enables this group of pupils to join in with all that is going on and never be left out. The role of teaching assistants in helping pupils to improve their skills, for example in writing, is limited. This lack of direct guidance contributes to pupils' inadequate progress.
- The checking of pupils' work in lessons is superficial leaving pupils often unsure of what they are expected to learn and results in them having a limited understanding of why they are doing particular tasks.
- When pupils receive written comments about their work, these usually praise their efforts but do not offer pupils guidance about how they can move their learning forward.
- Pupils are unsure about how much progress they are making. Some pupils talk about targets for improving their work in writing but few can do so in mathematics. This lack of understanding is holding pupils back. Year 6 pupils do not know what target they are aiming for by the time they reach the end of the year and are unsure about how they can make better progress.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. While the conduct of pupils in and around school is good, during lessons in which there is not enough challenge, some pupils are restless, bored and show little enthusiasm for learning. In these lessons, they sometimes struggle to concentrate and keep their mind on their work.
- Pupils' spiritual, social, moral and cultural development is promoted through well led and managed assemblies. Pupils gain a sense of belonging by sharing together in reflection and prayer. Pupils acquire the skills to care for each other; these qualities are evident in the positive relationships evident at play and during lunchtime.
- The school encourages pupils to meet high expectations for behaviour. Recent initiatives designed to deepen pupils' awareness of their conduct in and around school are having a positive impact on behaviour throughout the school.
- Pupils are polite and treat others with respect. They help each other during lessons and at play, with the older ones looking out for younger pupils at all times. Pupils are adamant that bullying is not an issue at the school. Records of incidents held by the school support the pupils' view that bullying is rare. Pupils talk with good knowledge about the risks of using the internet. Older pupils understand that bullying can take different forms such as targeting race, gender and culture.
- The school's work to keep pupils safe and secure is good. Pupils spoken to say they feel safe and parents who offered an opinion expressed a similar view. Staff supervise pupils carefully during lunch and play and the school is a safe and secure environment. The school has effective procedures to minimise all reasonable risks, including rigorous checks on the suitability of adults working with pupils.
- The views of pupils are valued but currently they have limited influence on decisions that, from their view, impact on school life. They understand the school behaviour policy and feel staff are fair with them if they misbehave.
- Attendance is average and punctuality good. The well managed breakfast club gives families the option of bringing their children to school early to take advantage of the facilities on offer.

The leadership and management are inadequate

- The overall effectiveness of the school has declined sharply since the last inspection. Leadership and management are inadequate because, currently, the school's leadership does not have the capacity to make the necessary improvements.
 - The new headteacher is working very hard, and with great determination, to combine a large teaching commitment with the urgent need to raise standards across the school. However, some staff are reluctant to take on additional responsibilities such as leading subjects and working with the headteacher to check on the quality of teaching and learning.
 - The headteacher has very accurately identified where the school needs to improve. Her ambition to improve the school's performance, however, is thwarted by a resistance by some staff to accept the need for change. Efforts to improve the quality of teaching so that pupils receive a good education have been unsuccessful and hamper the school's efforts to improve.
 - Staff morale is low.
 - The headteacher, with the support of the local authority, has introduced systems for checking on the quality of teaching and the achievement of pupils across the school. The headteacher has worked hard to improve the accuracy and quality of the assessments of pupils' achievement. The procedures for assessing pupils' progress, while improving, are not as effective as they need to be.
 - Staff have not taken sufficient advantage of the training provided for them since the previous inspection to improve their teaching. Closer involvement with other schools is now being encouraged by the headteacher to enable staff to develop their professional skills and understanding of best practices. However, the strategies to build links with other schools are at an early stage and are not yet resulting in better teaching or achievement.
 - An annual review of the performance of staff is in place. This is designed to enable staff to share their views and agree targets for development and training. However, there is no agreement about the level at which targets should be set and this is hindering the school's rate of improvement.
 - Newly qualified teachers should not be appointed.
 - The curriculum requires improvement. The needs of the most able pupils are not effectively planned for and some foundation subjects such as information and communication technology are not given enough time.
 - The learning and development requirements of children in the Early Years Foundation Stage are not fully met. There is no effective action plan in place to ensure good provision for children of this age. Leaders do not have a clear picture of the quality of the current provision or whether the staff working within the Early Years Foundation Stage have the skills needed.
 - Parents who offered an opinion support the school but are aware that it can improve. They state that the school has been much more open and welcoming since the new headteacher arrived and feel it is moving forward. Communication is now better but some parents would like more information about the progress being made by their children and how they can provide support at home.
 - The impact of the primary school sport funding is enhanced by closer links with schools within the local primary cluster. The fund is used to provide opportunities for staff to gain confidence in teaching sport, for example in gymnastics. In addition, funds are used to employ a private provider to offer pupils experience of cricket and dance.
- The local authority has been slow to respond to the school's declining performance. Since the arrival of the new headteacher, more support has been offered including a requested review of governance and the performance of the school. Both have been completed by a local authority team and the findings are in the process of being evaluated to support the school's development.

■ The governance of the school:

- Governors do not have the necessary knowledge of the school to help it to improve. For

example, they do not ensure that the learning and development requirements of the Early Years Foundation Stage are met.

- Governors realise that there have been shortcomings in their capacity to hold the school to account for its performance and to compare this to that of other schools. Following information provided by the headteacher and the local authority, governors now recognise that pupils' achievement and the quality of teaching are inadequate. They also recognise that they are at an early stage of interpreting data about the school's performance and how this compares to other schools.
- Staff and governors understand the procedures for linking pay awards to the quality of teachers' work and the setting of suitable targets for the headteacher.
- Governors have a good understanding of the school's day-to-day and strategic finances. They understand how the pupil premium money is being spent but are not fully aware of the impact of the grant on the achievement of the few pupils known to be eligible for support through this funding. Governors make sure that all requirements regarding safeguarding are 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

Unique reference number	121660
Local authority	North Yorkshire
Inspection number	440866

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	43
Appropriate authority	The governing body
Chair	David Portlock
Headteacher	Josephine Kerr
Date of previous school inspection	27 June 2011
Telephone number	01943 463306
Fax number	01943 462168
Email address	admin@farnley.n-yorks.sch.uk

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