

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

**T** 0300 1231231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566868  
**Direct F** 01695 729320  
**Direct email:** pnuttie@cftb.com

15 July 2014

Miss Josephine Kerr  
Headteacher  
Farnley Church of England Voluntary Aided Primary School  
Farnley Lane  
Farnley  
Otley  
West Yorkshire  
LS21 2QJ

Dear Miss Kerr

### **Special measures monitoring inspection of Farnley Church of England Voluntary Aided Primary School**

Following my visit to your school on 14 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in March 2014.

### **Evidence**

During this inspection, meetings were held with the headteacher, the Chair of the Governing Body and three other governors, and three representatives of the local authority. Brief discussions were also held with three members of staff. The local authority's statement of action and the school's improvement plan were evaluated.

### **Context**

Both class teachers and three other members of staff have left the school since the March inspection. The Early Years Foundation Stage and Key Stage 1 class has been covered by two, seconded teachers from a local school; the Key Stage 2 class has been taught jointly by a supply teacher and the headteacher. Two new appointments have been made for these classes, to commence in September. The

headteacher will continue to have a part-time teaching commitment of two days in the Key Stage 2 class. A consultant headteacher from the Harrogate and Rural Schools Teaching Alliance has been commissioned by the local authority to support the school. An additional local authority governor has been appointed since March; one member of the governing body has resigned within the last week. A reconstitution of the governing body is due to begin in September.

### **The quality of leadership and management at the school**

This is a school undergoing significant change. While the resultant instability has inevitably slowed the pace of change, close partnership working between the local authority, governors and the headteacher has ensured minimum disruption to pupils' learning. New appointments have already been made for September. The effective induction of these new staff will be crucial if the school's improvement is to progress at a faster pace. It is imperative that governors and the local authority keep a careful eye on the teaching commitment of the headteacher so that the leadership time needed to build a new staff team and secure non-negotiable ways of working are not impeded.

Despite temporary staffing over the past term, actions to improve teaching have resulted in some 'quick wins': a new set of school rules have been agreed; the marking of pupils' work more regularly identifies strengths and areas for improvement; and there are increasing examples of higher-quality written work on display to motivate pupils to write at their best. However, there is much that remains to be done. While the school improvement plan identifies the correct priorities, actions and timescales to address what is needed, the targets by which leaders will know if they are successful are not as precise as they need to be in stating how far different year groups have to travel in order to make up for past underachievement. Governors, in particular, are not aware of where they should expect teaching or pupils' progress to reach as the year progresses because the plan lacks the milestones necessary for them to judge improvement as frequently as is needed.

Governors demonstrate a strong willingness to improve their own skills so that they can better support the school. Training has already been requested and undertaken so that governors have a better understanding of their role and the context of the school. The formation of a rapid improvement group to hold leaders to account for their work is providing a more frequent forum for governors to question and challenge the success of the headteacher's work. Governors rightly recognise that amendments to the school improvement plan, as detailed above, would enable them to hold leaders even more directly to account.

The local authority has formulated a coherent plan to address the instability in staffing in the short-term, bolster leadership capacity and secure a better quality of provision over time. A consultant headteacher has been commissioned to share good practice. Work around recruitment, moderation of assessments and the monitoring of teaching has ensured a stronger starting point for September. Plans are already in place to support the next phase of the school's work; visits to good and outstanding schools locally are already being negotiated to observe effective practice.

Following the monitoring inspection the following judgements were made:

The local authority's statement of action is fit for purpose.

The school's improvement plan is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, and the Director of Children's Services for North Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Lee Owston  
**Her Majesty's Inspector**