

# Foulridge Saint Michael and All Angels CofE Voluntary Aided Primary School

Skipton Road, Foulridge, Colne, Lancashire, BB8 7NN

**Inspection dates** 4–5 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The caring ethos and nurturing environment within St Michael and All Angels' is the hallmark of its work.
- Teachers and teaching assistants strive to do their best and, as a result, teaching is consistently good.
- Pupils of all abilities, including disabled pupils, those who have special educational needs and disadvantaged pupils, make good progress.
- Pupils' positive attitudes and good behaviour make a strong contribution to their learning.
- Pupils enjoy coming to school.
- There are strong supportive relationships which help pupils feel safe and secure. Pupils' attendance is above average.
- The curriculum provides pupils with a wide range of learning activities, including visits that broaden their experiences and promote good spiritual, moral, social and cultural development.
- The acting headteacher provides clear and strong leadership to improve pupils' achievement and the quality of teaching. She is supported well by governors, staff and parents.
- Governance of the school is good. Governors know how well the school is performing and use that knowledge to challenge the leadership to make further improvements.
- All parents who responded to the online questionnaire, Parent View, said they would recommend the school to other parents.
- The early years is led well and provides a good start to the children's education. This prepares children well to move into Year 1.

### It is not yet an outstanding school because

- The quality of teaching does not yet result in outstanding achievement for pupils. The work set does not always provide enough challenge, especially for the most able pupils. This limits the rate at which pupils make progress.
- Teachers' marking and feedback does not always inform pupils of how to improve their work.
- Pupils are not always provided with enough time to respond to teachers' marking and thereby improve their work.
- Middle leaders are not given enough opportunities to evaluate the quality of teaching.

## Information about this inspection

- Inspectors observed teaching and learning in 14 lessons. In addition, they made a number of short visits to lessons and listened to pupils from Year 2 and Year 6 read. They also gathered other evidence related to the quality of teaching over time.
- The inspectors observed two lessons jointly with the acting headteacher. They also observed the acting headteacher reporting back to teachers on her findings regarding teaching, learning and pupils' achievement.
- Meetings were held with the acting headteacher and senior and middle leaders. Inspectors also met with nine governors, including the Chair of the Governing Body.
- The inspectors took into account the 39 responses to the online questionnaire, Parent View. They also spoke informally with groups of parents who brought their children to school.
- Inspectors considered the views expressed in the 17 responses to the staff questionnaire.
- Inspectors observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding and child protection were also considered.

## Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

John Ellwood

Additional Inspector

## Full report

### Information about this school

- Foulridge St Michael and All Angels CofE is smaller than the average-sized primary school.
- There have been many changes in staff since the previous inspection.
- At the time of the inspection, the headteacher was absent. The role of acting headteacher has been assumed by the deputy headteacher. At the request of the acting headteacher, the school is receiving support for two days a week from the headteacher of Higham St John's C E Primary School.
- The proportion of disabled pupils and those who have special educational needs is slightly below average.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium, is well below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are in the care of the local authority.
- Virtually all pupils are of White British heritage. All pupils speak English as their first language.
- The Reception class provides full-time early years provision.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Further improve teaching and increase the rate at which pupils make progress, particularly that of the most able, by making sure that teachers always:
  - challenge pupils, especially the most able, by consistently setting demanding work in lessons
  - ensure marking and feedback inform pupils of exactly how they can improve their work
  - ensure pupils are always given time to correct and improve their work by acting on the guidance in their teachers' marking.
- Strengthen leadership and management and accelerate the rate at which the school improves, by developing and sharpening the skills of middle leaders in monitoring and improving the quality of teaching.

## Inspection judgements

### The leadership and management are good

- The acting headteacher provides strong and effective leadership. The school has undergone some substantial changes in staffing which, since taking on the role of acting headteacher, she has managed extremely well, so that the good achievement pupils make continues to improve. She has the confidence and support of parents, staff, governors and the local authority.
- Teachers new to the school are being very well supported through coaching and mentoring from more experienced staff.
- There are thorough and effective systems in place to check on teaching, learning and the progress pupils make. As a result, leaders have an accurate view of the school. This means that school action plans are focused on the correct priorities and are supporting the school to improve further. However, middle leaders do not have enough opportunities to monitor teaching. Consequently, they do not play a big enough part in driving improvements in those subjects for which they are responsible.
- The leadership team has put in place a robust system to check the quality of teaching and for managing staff performance. Teachers feel supported by the acting headteacher and welcome feedback about their performance in lessons. Feedback is sharp and focused. Clear targets are set and training and support are given to ensure they are met. This leads to improvements in teaching and learning. Teachers' pay is linked closely to performance management and the targets set for teachers, which are linked to pupils' progress, are challenging.
- The school checks that all pupils have equality of opportunity to succeed. Overall, the needs of all groups of pupils are identified promptly and support is provided where most needed; for example, the pupil premium funding is used effectively to support the good progress made by disadvantaged pupils.
- The local authority has a good relationship with the school. Since the time of the previous inspection, the local authority has taken a light-touch approach but, at the request of the acting headteacher, it has made more regular visits. The local authority asserts that it has every confidence in the acting headteacher.
- The curriculum is broad and balanced and captures the interests of pupils as well as catering very well for their individual needs. An extremely wide range of additional activities such as being involved in the choir, Bollywood dancing and cross-country running are immensely popular and help pupils to broaden their skills and extend their experiences.
- This is an extremely caring and inclusive school where all pupils are valued and are able to access all that the school has to offer. As a result, pupils' spiritual, moral, social and cultural development is promoted exceptionally well both in lessons and at other times during the school day. Pupils learn about the democratic processes through the election of school council representatives.
- Pupils are taught to be caring, reflective and responsible, with a keen interest in both the running of the school and in the world around them. For example, the school supports many of the local community events and has a strong link with an orphanage in Sierra Leone. Through a wealth of visits, visitors and studies undertaken in classrooms, pupils develop a good understanding of and respect for different faiths and cultures and are well prepared for life in modern British society.
- The primary school sport funding is used very successfully. There is a wide range of after-school and lunchtime sporting activities on offer as well as specialist coaches working with pupils and staff to improve their skills. This has led to high levels of participation in different sports by pupils of all ages and success in local tournaments.
- The school has strong partnerships with parents. This was exemplified in discussions with parents and summed up by one who said, 'The school ensures that all children are happy. Children excel in their care. Each child is valued and made to feel precious.'
- The overwhelmingly positive response to the online parents' questionnaire, Parent View, reflects this view. For example, all respondents said they would recommend the school to other parents.
- **The governance of the school:**
  - The governing body is highly committed to St Michael and All Angels. It is an experienced governing body which has a clear overview of the school's strengths and areas where they believe it could improve. Governors are kept very well informed. This is because they not only receive comprehensive reports from school leaders but also make frequent visits and take part in activities such as trips, visiting classrooms and speaking with staff and pupils. They have undertaken a relevant range of training and, as a result, have a good understanding of how to fulfil their roles successfully. Consequently, they are very skilled in analysing data and knowledgeable about how well the school is performing in comparison with others. They are, therefore, extremely well equipped to provide leaders with strong levels of

challenge. Governors are knowledgeable about the quality of teaching, set clear targets in managing the performance of the headteacher and make sure any staff pay increases link to pupils' progress. Statutory requirements are met, including those for safeguarding. Governors engage well with parents and pupils. They regularly seek parents' views, fully analyse results and act on findings.

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

### **Behaviour**

- The behaviour of pupils is good. Pupils move about the school in a calm, orderly way and they are exceptionally polite, friendly and respectful.
- Pupils behave well in lessons, around the school and at lunchtimes and playtimes. They show great care and consideration for others. Pupils like their teachers and come to school eager to learn. Their enjoyment of school is reflected in their well above-average attendance.
- The positive attitudes pupils of all ages have towards learning make a good contribution toward their progress and the standards they achieve. Pupils respond positively to teachers' high expectations of their behaviour.
- Pupils relish the many opportunities they have to take on responsibilities and to have their say in making the school a happy place. The school council is influential in making decisions about which resources and equipment to buy and the school's sports council is, as a member stated, 'making the sports curriculum more exciting. Our job is to enhance it.' They are extremely proud of the contribution they make to the school.
- Older pupils are trained to act as play leaders who organise games on the playground and check that everyone has someone to play with while others, for example, ensure that cloakrooms and corridors are free of scarves and coats littering the floor.
- There are some pupils at the school who sometimes find it difficult to manage their own behaviour. However, they are well supported by staff and their behaviour rarely prevents learning from taking place.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- All parents who spoke to inspectors and those who responded to Parent View agree that their children feel safe in school and are well cared for. A large number of pupils were spoken with informally and they were unequivocal in their view that they feel extremely safe in school. This was exemplified by one pupil who said, 'The teachers and everyone care for us. They put us before themselves just as they would for their own family.'
- Pupils say that bullying is very rare and are confident that if any problems should arise, staff would deal with them quickly and fairly. School records confirm this. In discussions, pupils show that they have an excellent awareness of different types of bullying, including prejudiced-based and cyber bullying. Pupils have a good understanding of how to use the internet and social networking sites safely.

## **The quality of teaching** is good

- Teaching is typically good across the school. This is reflected in pupils' good progress over time in reading, writing and mathematics. The work seen in pupils' books, the school's records of the quality of teaching and the teaching observed during the inspection confirm this.
- Teaching is characterised by high levels of enthusiasm, excellent relationships with pupils and good subject knowledge. This has resulted in developing a very positive climate for learning in which pupils can learn and feel safe. Consequently, pupils are prepared to work hard and have developed a 'willing-to-have-a-go attitude' because they are not afraid of making mistakes.
- Teachers have high expectations of what most pupils can achieve and plan lessons accordingly. However, on occasions, teachers do not plan work that is hard enough for the most able pupils and so the progress of some pupils is not as rapid as it might be.
- The teaching of linking letters and sounds (phonics) is good. It sets pupils off to becoming avid readers. Pupils are given frequent opportunities to read for pleasure and to retrieve information. In guided reading, they are helped to develop their comprehension and inference skills.
- The teaching of writing is good. Pupils write confidently, fluently and at length; they benefit from regular

opportunities to exchange ideas and talk through and plan how they intend to write. They apply their knowledge of punctuation and grammar skilfully to improve the quality of their stories. For example, many Year 2 pupils bring their characters in stories to life by the judicious use of vocabulary and the thoughtful use of correctly punctuated dialogue.

- The teaching of mathematics is good. In pupils' books, there is in evidence a well-planned balance of calculations and problem-solving activities in which previously practised mathematical knowledge and skills are applied.
- Mostly, teachers give very good consideration to pupils' varying needs so that the work provided meets their needs and abilities. Those who find learning more difficult and those who have specific learning needs are supported well by their teachers and skilled teaching assistants, who adapt the work so it is at the right level for them.
- Teachers mark pupils' work regularly. However, it does not always inform pupils of what they need to do to improve their work, nor are there enough opportunities for pupils to respond to teachers' marking and make the improvements required. As a consequence, pupils sometimes continue to make the same mistakes and this restricts their progress.
- Teaching assistants play a key role and are used well to support individuals and groups of pupils with particular needs. Support for disabled pupils, those with special educational needs and those who are disadvantaged, is good across the school. This is the reason why different groups of pupils achieve well.
- The overwhelming majority of parents who responded to the online questionnaire (Parent View) or spoke with inspectors believe their children are taught well and make good progress.

### **The achievement of pupils is good**

- Pupils continue to build on the good rates of progress made during their Reception Year.
- By the end of Key Stage 1 in 2014, this good progress resulted in pupils attaining slightly above average standards in reading, above in writing and significantly above in mathematics. The proportion of pupils who reached the higher Level 3 in each of these three subjects was well above average.
- In 2012 and 2013, overall standards by the end of Key Stage 2 were significantly above average.
- By the end of Key Stage 2, standards in 2014 reached by pupils fell slightly to above average in reading and mathematics but improved to significantly above average in writing with almost two-thirds reaching the higher Level 5. The proportion of pupils reaching the higher Level 5 in reading and mathematics was average.
- The school's own data and inspection evidence indicate that progress in all year groups was good in 2014 and is now beginning to accelerate, hence standards are improving rapidly. The proportions of pupils now making expected and better than expected progress are above average.
- Reading is a priority throughout the school. The teaching of linking letters and sounds (phonics) is enabling younger pupils to tackle new and unfamiliar words with greater confidence. This is reflected in the proportion of pupils who, over time, invariably achieve above and never below average standards in the Year 1 phonics check.
- As pupils move through the school, they develop a love of reading. This was exemplified by a group of Year 6 pupils who agreed that they enjoyed 'diving and getting sucked into new worlds and disappearing for a while from our own.' Many have favourite authors. When they reach Year 6, pupils are confident readers and use a wide range of reading skills to bring stories to life. They throw themselves fully into characterisation, reading with expression and showing they understand what characters may be feeling or thinking.
- Pupils' writing is helped by the emphasis that is given to reading, which boosts the range of words they understand and use, and to speaking and explaining ideas in lessons. This is increasingly reflected throughout pupils' writing, enhancing the fluency and meaning of what they write. For example, a response to the request for Year 6 pupils to consider building more suspense into their stories was, 'With great apprehension, Inspector Muirhead carefully and cautiously approached the lighthouse.'
- Pupils have well-developed numeracy skills, which they can use and apply effectively to solve mathematical problems in real-life situations.
- Pupils develop a wide range of mathematical skills. Younger pupils quickly learn different ways to add and subtract without needing to use resources, such as counting blocks. As they get older, pupils carry out increasingly complex calculations and use this knowledge extremely well to solve problems.
- Overall, the most able pupils achieve well. However, because the work in some classes does not on occasions provide them with sufficient challenge, they do not always make the rapid progress of which

they are capable.

- Pupils, including disabled pupils, those with special educational needs, pupils from minority ethnic groups and those who join the school at times other than expected, make progress similar to that of their school peers.
- There are too few disadvantaged pupils in the school for an analysis of their attainment to generate meaningful statistical comparison between them and other pupils in the school or nationally. However, the additional funding given to the school for these pupils is used very effectively to provide well-targeted support, which enables them to progress at the same rate as other pupils in the school.

### The early years provision

is good

- Most children start the Reception class with skills typically expected for their age and are ready to learn. Children settle quickly into the early years and achieve well. By the end of the Reception Year, most children typically achieve a good level of development and are well prepared for learning in Year 1.
- Adults use every opportunity to develop children's language skills. For example, children talked enthusiastically about the different shapes of the biscuits they made for Father Christmas' reindeers, identifying the differences between, for example, circles and spheres.
- The quality of teaching is good in this key stage and provides a secure base for future learning throughout the rest of the school. Assessments are used well to plan future learning experiences that match children's needs and interests. This promotes rapid gains in their learning.
- The children learn well through play and in well-planned teacher-led activities. A good range of interesting equipment supports play activities, particularly in the indoor learning environment.
- Teaching assistants are an invaluable resource and skilfully support and nurture children to develop skills in all areas of learning. They work as a strong team to plan learning, to check children's progress and to record small steps of development.
- Children are happy and content, and behaviour is excellent. This is because adults sensitively explain how to behave, what the routines are and gently encourage children to work and play together and to support each other. They feel secure and are kept safe.
- Good leadership of the early years ensures that achievement is good. Induction is given a high priority and supportive links are established with parents from the time that children first enter school. This has a positive impact on their learning and their personal, social and emotional development.



## 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>	119434
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	448911

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Garner
<b>Headteacher</b>	Hilary Wood, Jo Roberts (Acting headteacher)
<b>Date of previous school inspection</b>	29 June 2010
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