

Inspection of a good school: Foulridge Saint Michael and All Angels CofE Voluntary Aided Primary School

Skipton Road, Foulridge, Colne, Lancashire BB8 7NN

Inspection dates:

15 and 16 September 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils learn well in this calm and purposeful school. Pupils are tolerant and caring because leaders promote a culture that embodies the school's Christian values.

Pupils work hard in lessons because teachers have high expectations of them. Pupils receive help if they find any work hard or get stuck. Pupils like the recent changes to the curriculum because they study different subjects. They find learning more interesting. However, in a small number of subjects, pupils do not gain all the knowledge that they need to be successful in their later learning. This is because the underdeveloped leadership in some subjects has led to limited opportunities for pupils to learn about subjects in depth.

Most pupils behave well and follow the school rules. Pupils feel safe in school. They are polite and courteous. Pupils play together with their friends happily. Pupils are confident that staff will act quickly to help resolve any fallings-out between friends or unkind behaviours at playtime.

Before the COVID-19 (coronavirus) restrictions, pupils enjoyed a variety of sporting clubs and educational trips. Pupils are overjoyed that they have the chance to do these activities again. They enjoy sports clubs that develop teamwork and physical well-being.

What does the school do well and what does it need to do better?

Leaders have revised the school's curriculum. They have forged ahead in some subjects, such as in English and mathematics. In these subjects, in all year groups, including the early years, leaders have planned the key knowledge pupils will learn and the order in

which it should be taught so that pupils know more and remember more. However, curriculum plans in other subjects are not as well developed. As a result, pupils do not deepen their knowledge of these subjects by building on what they already know.

Leaders have focused staff training on mathematics and reading. Staff have opportunities to learn from experts in other local schools. This, together with carefully chosen training courses, has enhanced staff's confidence and knowledge in the teaching of the curriculum in these subjects. This, in turn, has led to pupils making greater gains in their learning in these subjects.

A small number of subject leaders are new to their roles and have some gaps in their knowledge of how to lead their area of responsibility effectively. In addition, some subject leaders lack knowledge of what children in the early years need to know and can do before they access some subjects in the Year 1 curriculum.

Teachers want pupils to achieve well. In most subjects they plan sequences of lessons that develop pupils' knowledge by building on what they already know. Teachers use assessment strategies effectively across a range of subjects to identify gaps in pupils' learning and to plan activities that build on what pupils already know.

Pupils, including those in the Reception Class, are taught to read by well-trained staff. Teachers systematically teach phonics and carefully match reading books to the sounds that pupils know. Leaders take swift action to help pupils who find reading difficult, to help them catch up quickly. Pupils in key stage 2 are fluent and eager readers, who enjoy a diverse taste of literature.

Pupils with special educational needs and/or disabilities (SEND) are quickly identified and supported well. They learn equally as well as their peers in class. The special educational needs coordinator (SENCo) seeks appropriate advice from external experts. She provides effective support for teachers in how to give the help that pupils with SEND need.

Learning is rarely disrupted by poor behaviour. On occasions, some pupils' behaviour can be distracting. However, staff have appropriate strategies in place to help so that pupils can concentrate on their learning. Typically, pupils play harmoniously together during well-supervised breaktimes.

Leaders have swiftly reinstated a wide range of clubs and trips, including a residential visit for Years 5 and 6 to pursue outdoor adventurous activities. Pupils benefit from opportunities to take on positions of responsibility. These activities promote pupils' personal development and help pupils to positively contribute to the running of their school. For example, reading ambassadors help to promote the love of reading and contribute to decisions about the choice of books in the school's well-stocked library.

Governors know the school well. They are under no illusion about where their priority areas for development lie. Governors provide appropriate support and challenge for leaders.

Staff are proud to work in the school and morale is high. They said that senior leaders are caring and approachable. Staff appreciate how leaders carefully consider staff's workload and well-being when planning further improvements to the school.

In discussion with the headteacher, the inspector agreed that art and design may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Frequent and up-to-date training ensures that staff, including leaders, are knowledgeable about how to identify potential risks to pupils' safety and well-being. Staff are vigilant and know how to report any concerns they may have about a pupil. They know the appropriate actions to take to help and manage any concerns to ensure pupils and their families get the help and support they need.

Leaders have reviewed and amended the school's curriculum to ensure it carefully promotes, in an age-appropriate way, pupils' knowledge of suitable behaviours and healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Plans in some subjects do not identify the key knowledge that pupils must learn. This hinders pupils from building their knowledge over time. Leaders should review the curriculum planning so that teachers understand the essential knowledge that pupils must gain by the end of each year and/or topic.
- Some subject leaders are new to their role and lack experience in leading a subject. Some have gaps in their subject knowledge, including how their subject is taught in early years. This stops subject leaders from gaining an accurate insight into how well the curriculum is taught and how well pupils are achieving. Leaders should ensure that the planned training for subject leaders equips them well to monitor and evaluate their subjects across the whole school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in December 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119434
Local authority	Lancashire
Inspection number	10183991
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair of governing body	Lawrence Upton
Headteacher	Sara Richardson
Website	www.saint-michael.lancsngfl.ac.uk/
Dates of previous inspection	4 and 5 December 2014, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, there has been considerable turbulence to the leadership and staffing of the school. The new headteacher took up her post in 2019, shortly before the onset of the COVID-19 pandemic.
- Three new members of teaching staff joined the school in September 2021.
- Since the last inspection, a new SENCo has been appointed to the school leadership team.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspector spoke with pupils about their work and school life. He spoke with four members of the governing body, including the chair of governors. The inspector also spoke with the headteacher, senior leader, SENCo and school bursar.

- The inspector met with a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited lessons, spoke to teachers and spoke to some pupils about their learning. The inspector also looked at pupils' work and listened to pupils read. He looked at planning in other subjects, such as computing and geography.
- The inspector reviewed a range of documentation related to the work of the school, and scrutinised documentation relating to safeguarding.
- The inspector considered the 16 responses to Parent View, Ofsted's online questionnaire, including 14 free-text comments and a letter from a parent. The inspector also spoke with parents at the start of the school day. He considered the 15 responses to the staff survey and the 34 responses to the pupil survey.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021