

Inspection of Foulridge Saint Michael and All Angels CofE Voluntary Aided Primary School

Skipton Road, Foulridge, Colne, Lancashire BB8 7NN

Inspection dates: 30 April and 1 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are proud of their school. They enjoy their lessons and happily play in the school's extensive grounds. Pupils are confident that everyone is valued and well cared for. They know that adults will help them resolve any worries they may have.

The school has high expectations for what pupils should achieve, including those with special educational needs and/or disabilities (SEND). Pupils typically live up to the school's expectations and achieve well across the curriculum.

Pupils behave well. Children in early years quickly learn the school's expectations and routines. They are supported well by staff to understand how to manage their emotions. Pupils value the reward systems that are in place for recognising positive behaviour.

Pupils have a range of opportunities to broaden their experiences. They have access to a variety of extra-curricular activities. These include sporting, worship and gardening clubs. Pupils enjoy contributing to school life. For example, they spoke with pride about the foods that they have grown in the school's vegetable patch. Through their roles as play leaders, pupils support each other at lunchtimes and enjoy playing games with each other.

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

Following the last inspection, the school took swift action to strengthen the design and delivery of the curriculum. The broad and ambitious curriculum makes clear what pupils should know in each subject from the early years to Year 6.

The school has focused sharply on improving the knowledge and skills of staff. This has supported them to be able to carry out their roles effectively and to implement the school's curriculum well. Staff present information clearly and design appropriate activities to teach the intended knowledge. Pupils typically achieve well across a wide range of subjects.

In most subjects, careful checks are made on learning to identify how well pupils understand the knowledge that has been taught. Staff use the information gained from these checks to address any misconceptions and to build on what pupils know. In a small number of subjects, these assessment systems are not as effective. As a result, in these subjects, the school does not always know how securely pupils are learning the important content of the curriculum.

Reading is prioritised from the start of the Reception class. Children quickly learn sounds and letters and use this knowledge to read words. Pupils have many opportunities to apply their phonics skills by reading books that are well matched to the sounds that they know. Staff have received training to enable them to skilfully deliver the phonics programme. The school promptly addresses any gaps in pupils'

phonics knowledge and ensures that they receive targeted help when needed. Pupils achieve well in reading.

The additional needs of pupils with SEND are identified accurately and with precision. The school engages with a range of professionals to ensure that the support that is in place for pupils is effective in meeting their needs. Staff are skilled at making adaptations to the delivery of the curriculum to ensure that pupils with SEND fully access the same curriculum content as their peers. Pupils with SEND typically achieve well from their starting points.

Pupils demonstrate positive attitudes to their learning. They concentrate for extended periods of time and listen carefully to their teachers. Pupils follow the school rules. They walk around school in a sensible manner.

The school offers a broad range of experiences to support pupils' personal development. Pupils develop their talents and interests through accessing a wide range of extra-curricular clubs and activities. They have opportunities to contribute to the wider community and enjoy singing in the choir at the local care home. Pupils have a secure understanding of how to maintain their physical health. However, some aspects of the school's personal development programme are less well developed. For example, some pupils have a limited understanding of diversity and of fundamental British values, including how these relate to their lives. This means that some pupils are not always fully prepared for life in modern Britain.

Governors carry out their statutory duties effectively. Since the last inspection, governors have been diligent in holding the school to account for its work to improve the quality of education. The school has due regard for staff's well-being when making decisions. For example, when changes were made to the curriculum, staff were engaged in the process and any impact on their workload was fully considered.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, assessment systems are less well developed. This makes it difficult for the school to accurately check whether pupils have secured the intended curriculum knowledge in these subjects. The school should ensure that assessment strategies enable staff to precisely identify gaps in pupils' learning so that their knowledge builds securely over time.
- Some aspects of the personal development curriculum are not as well developed as they could be. This means that some pupils have a limited understanding of these aspects of the school's programme for their personal development. The

school should ensure that all aspects of the intended personal development curriculum are implemented effectively so that pupils are fully prepared for life in modern Britain.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119434
Local authority	Lancashire
Inspection number	10337666
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	198
Appropriate authority	The governing body
Chair of governing body	John Ashton
Headteacher	Sara Richardson
Website	www.st-michaelangels.lancs.sch.uk
Dates of previous inspection	24 and 25 May 2022, under section 5 of the Education Act 2005

Information about this school

- The school is a voluntary-aided Church of England school. It is part of the Diocese of Blackburn. Its most recent section 48 inspection took place in June 2022. The next section 48 inspection is due to take place in 2027.
- The school does not currently make use of alternative provision for pupils.
- The school operates a breakfast club and an after-school club.
- There is a new chair of governors since the previous inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, other leaders, governors and a range of

staff at the school. The lead inspector spoke with representatives from the local authority and the Diocese of Blackburn.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- Inspectors visited the breakfast club and observed pupils at breaktime, lunchtime and when moving around the school.
- Inspectors spoke to leaders about pupils' wider personal development.
- Inspectors spoke to parents and carers on the playground and considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to Ofsted's online surveys for staff and for pupils.
- Inspectors met with groups of pupils throughout the inspection to gather their views about school life.
- The inspectors reviewed a range of documents, including those related to the governance of the school.

Inspection team

Liz Dayton, lead inspector

Ofsted Inspector

Philip Barlow

Ofsted Inspector

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