



Forest of Galtres Anglican/Methodist Primary School

Inspection Report

Unique Reference Number 121601
LEA North Yorkshire
Inspection number 281056
Inspection dates 30 January 2006 to 31 January 2006
Reporting inspector Mrs Linda Murphy CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Station Lane
School category	Voluntary controlled		Shipton-by-Beningbrough
Age range of pupils	5 to 11		York, North Yorkshire YO30 1AG
Gender of pupils	Mixed	Telephone number	01904 470272
Number on roll	198	Fax number	01904 470272
Appropriate authority	The governing body	Chair of governors	Professor Wells
Date of previous inspection	10 January 2000	Headteacher	Mrs I Marwood

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This average sized rural primary school serves a wide area because of its Christian foundation. Virtually all pupils are of white British heritage. The percentage of pupils with learning difficulties and/or disabilities is below average, although in some year groups the figure is broadly average. The pupils' attainment on entry is broadly typical for their age. Changes since the last inspection include many new staff and improved accommodation to cater for the increase of pupils on roll. The school has gained several national awards including the Basic Skills Quality Mark 2 in 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This good school is led and managed well at all levels. Parents think highly of its strong Christian ethos. Pupils' personal development is outstanding; their behaviour is excellent. The underpinning care is good with some outstanding features. The school has a mostly accurate picture of its effectiveness. Yearly planning identifies key priorities for development, although does not link these sufficiently well to expected gains in standards and achievement. This makes it hard to judge the impact of the schools' work. Pupils achieve well. From an average level on entry most pupils attain above the expected level for their age by the end of the Reception year because of the good quality teaching and curriculum. By the end of Year 2 and Year 6, standards have been above average over the last three years, but further improvements have been limited due to changes in staffing. However, governors have made astute appointments and strong teamwork has accelerated progress especially in Year 3 to Year 5. In these year groups standards are higher because pupils have had longer to benefit from the curricular changes and good quality teaching. This progress is not yet reflected in the school's national test results. The school has made a good start in helping pupils independently assess their progress. It has yet to enable individuals to gain a full understanding of how they learn and what to do next to improve. The school has addressed areas identified for development at the last inspection well and has the capacity to continue to improve. It provides good value for money.

What the school should do to improve further

- Ensure the priorities for school development are sharply focused on raising standards and achievement.
- Develop further pupils' understanding of how they can evaluate their learning and gain an accurate picture of their progress

Achievement and standards

Grade: 2

The school accurately evaluates pupils' achievement as good. All groups of pupils, including those with learning difficulties and/or disabilities, achieve well. From average attainment on entry, pupils make good progress. As a result standards are above those typically expected for pupils' age at the end of the Reception Year. Standards are also above average by the end of Year 2. Changes in the curriculum and improvements to the quality of teaching have not yet impacted on pupils' learning to raise standards even higher. Pupils make good progress in Year 3 to Year 5 where standards are well above average. In these year groups pupils have had longer to benefit from good quality, settled teaching and learning year on year. They are gaining from the increasingly exciting and innovative curriculum. The present Year 6 started Year 3 with skills lower than usual, in part because of past staffing changes. Despite this, the pupils have caught up well to attain above average standards in English, mathematics and science. Pupils achieve well because teachers set them challenging targets and monitor

progress closely to make sure that they are met. The school is addressing successfully the achievement of boys which has been relatively lower than that of the girls over time. They are now making good progress and the gap is narrowing because the curriculum has been tailored to their needs and the learning of all pupils is very practical and engaging.

Personal development and well-being

Grade: 1

Pupil's personal development is outstanding. The school is extremely successful in promoting pupils' spiritual, moral, social and cultural development. School and classroom rules are very well understood and pupils' behaviour is excellent. Pupils are highly aware of cultural diversity through the school's initiatives. For example, pupils are introduced to French in Year 1 and begin to learn French in earnest from Year 3 onwards. By Year 6 they are enthusiastic French speakers. The extensive range of visits boosts pupils' social development. A recent visit to York Minster enabled pupils in Year 5 and Year 6 to better understand and appreciate their local heritage. Pupils make great strides in taking on responsibilities around school. They run a tuck shop, are school councillors, operate sophisticated electronic equipment in assembly and act as playground friends. They understand the importance of healthy eating, although with an occasional crisp or chocolate pupils show commendable moral judgment in calling themselves 'healthyish'. Pupils work together exceedingly well which aids their learning. They are encouraged to exercise regularly and their sporting successes out of school are celebrated. Pupils are willing to help each other academically and to give emotional support to others. The school encourages this in every way. Through fundraising pupils show great concern for the well-being of others, both locally and further afield. Pupils' high levels of confidence and self esteem prepare them well for the next stage of their education and eventually for the world of work. Attendance at the school is good, reflecting pupils' enjoyment of school life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. The school judges it higher. Pupils are confident learners. A good range of teaching styles captures their imaginations. Their excellent behaviour and relationships stands them in good stead to learn new concepts quickly and to practise new skills. Pupils concentrate on their work and are enthusiastic. Teachers plan well to provide all groups of pupils with considered challenges to help them learn. On occasions the use of time is not checked so that the conclusion of lessons is sometimes rushed. Tasks are often practical and lead naturally to recorded work. A hum of endeavour permeates the classrooms and pupils receive much praise and encouragement. Assessment is thorough, outcomes are analysed carefully and individual targets set to boost pupils' learning. Pupils have yet to understand thoroughly how to check their progress and to consider whether they are doing as well as they

can. The school is developing these skills to improve pupils' independence in learning. Teaching assistants are well qualified and confident. They are best deployed during the middle parts of lessons and give much extra help to various groups of pupils.

Curriculum and other activities

Grade: 2

The curriculum is exciting, practical and of good quality. The school takes an innovative and imaginative approach to make it meaningful. The use of research means the curriculum is further developed in some year groups than in others. Good arrangements for literacy, numeracy and information and communication technology enables pupils to achieve well. In Year 1 the curriculum builds well on work carried out in the Reception year where areas for particular learning are zoned and pupils' independent choices of tasks are encouraged. A good range of activities linked to themes of study include many opportunities for an active and enjoyable curriculum. Role play is a positive feature building up throughout school which helps pupils to empathise with past times and with a range of situations. Personal, social, health and citizenship education is an integral part of the pupils' learning. The school extends the curriculum exceptionally well, through visits, visitors, extra-curricular activities, and through the use of the excellent outdoor facilities.

Care, guidance and support

Grade: 2

These aspects are good with some outstanding features. They are not quite as strong as the school judged. Health and safety arrangements including child protection are effective. Every child is valued and truly matters. All staff know pupils very well and are committed to ensuring their safety and well-being. A pupil said 'The teachers can tell it in your eyes if you are worried'. Relevant targets for learning are based on good assessment and monitoring procedures. Pupils are encouraged through talking to partners to help each other identify what they need to do to improve their learning. Pupils with learning difficulties and/or disabilities are identified early and support strategies initiated. A parent said, 'the school ensures that as problems arise they are dealt with - this is done without me having to make a request'.

Leadership and management

Grade: 2

Leadership and management including governance are of good quality. The headteacher has a clear vision and high aspirations and has sought the views of staff, governors, pupils and parents on a range of initiatives to better cater for the pupils' needs. This has resulted in many external accreditations and importantly, has helped to improve the teaching of basic skills, to strengthen teamwork and to help pupils enjoy and understand the importance of a healthy lifestyle. The school has a settled and approachable staff which works hard to enable pupils to enjoy and benefit well from their education. Senior staff add much to developing pupils' learning. Excellent

relationships and open communication promote strong teamwork and enable staff to utilise their skills well for the benefit of the pupils. Parents are positive about the leadership and explain how important it is to them that their children have a 'happy, fulfilling life at school that broadens their horizons and prepares them well for the future'. Success is evident in the pupils' improving achievement and in the way the pupils' outstanding personal development is nurtured. Equal opportunities are excellent. The school has the capacity to improve further. It has successfully dealt with the areas for development from the last inspection and is clear about what it needs to do next. Staff and governors are motivated to work productively to tackle improvement - often in an innovative way. Their planning for improvement is hindered because yearly plans are imprecise and not sufficiently linked to academic standards and achievement. This led to the school's over-generous evaluation of the quality of teaching, the curriculum and care, guidance and support.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your help with the inspection. You told the inspectors that Forest of Galtres is a good school and we agree.

The best things are that:

- your behaviour is excellent and you get on really well with each other
- you are kind, polite and friendly
- teachers expect you to work hard and you always try your best
- learning is fun and includes an excellent selection of extra activities for you to enjoy
- you appreciate the good care that the adults in school give you
- members of staff and those in charge of the school work hard to help you learn
- your parents are pleased that they chose this Christian school for you.

We think the headteacher, teachers and governors now need to:

- continue to help you learn even more quickly by making sure that you know exactly how well you are doing and what you need to do next
- continue to make more use of the information they have about you and your learning to improve the school even more.

We hope that you will continue to work hard in school so that Forest of Galtres becomes an even better school.