

Follifoot Church of England Primary School

Inspection report

Unique Reference Number	121560
Local Authority	North Yorkshire
Inspection number	314039
Inspection date	6 March 2008
Reporting inspector	Bernard Jones

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5-11
Gender of pupils	Mixed
Number on roll	
School	65
Appropriate authority	The governing body
Chair	Mr Charles Florance
Headteacher	Mrs Pamela Bell
Date of previous school inspection	20 June 2005
School address	Main Street Follifoot Harrogate North Yorkshire HG3 1DU
Telephone number	01423 872580
Fax number	0

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning, leadership and management and guidance given to pupils. Evidence was gathered from lesson observations, the scrutiny of pupils' work, assessment data and the school's planning documents. In addition, interviews were held with pupils, parents, members of the governing body and the headteacher. Other aspects of the school's work were not investigated in detail, but no evidence was found to suggest that the school's self-evaluation was not accurate and judgements have been included where appropriate in the report.

Description of the school

This is a smaller than average village school. Nearly all pupils are White British. Pupils come from a wide range of backgrounds, but there are no pupils claiming a free school meal. The number of pupils with learning difficulties and/or disabilities varies each year, but currently, the proportion is below average. Pupils are organized into three mixed age classes, taught by five teachers, including the headteacher, three of whom are part time. The school is currently working towards the Healthy School Standard and the local authority's Inclusion Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school and gives good value for money. Parents are overwhelmingly supportive of the school. They appreciate the clear lead given by the headteacher and her impact on raising standards and pupils' achievement. Parents and carers welcome the close relationship that allows them to become more involved in their children's progress. They like the inclusive nature of the school which successfully encourages pupils of different backgrounds and different age groups to get on well together. Pupils receive outstanding pastoral care. They learn well how to look after themselves, including how to live healthily and stay safe. Child protection and risk assessment procedures are in place. The school works well with a variety of outside agencies to identify and support its most vulnerable pupils. The excellent support provided for pupils with learning difficulties and/or disabilities ensures their good progress.

Attendance is above average and reflects pupils' very positive attitudes. This coupled with teachers' high expectations leads to excellent behaviour and classrooms where pupils want to learn and value learning. Pupils' spiritual, moral, social and cultural development is good because teachers plan carefully to ensure a wide range of experiences. A strong programme for personal education ensures pupils' greater understanding of living in a multi-cultural society. Pupils have a clear sense of right and wrong. Older pupils take very seriously the responsibilities they are given. For example, the school council was established to make a difference and ensure the pupils have a voice. In both respects it is very successful. Overall, the school makes a real impact upon pupils' all-round development and they are helped to mature and are prepared well for their secondary education.

Systems now in place accurately check and chart each pupil's progress and set individual targets. They are very thorough and quickly allow teachers to identify and help any pupils who are not making the progress they should. The guidance given is outstanding. Assessments are used very effectively to ensure pupils know how well they are doing and what they need to do to improve further. Teachers' marking is undertaken conscientiously and is encouraging and informative. It forms the basis for the challenging and realistic targets that are set and largely met.

Pupils in all years are now achieving well in relation to their starting points. These starting points vary considerably year-on-year because numbers are small. Pupils in Year 2 are attaining above average standards and achieving well. Pupils in Year 6 who started in Year 1 were broadly average at that point and now attain standards above average, reflecting good progress. In reading, writing and science standards are above average. They are broadly average in mathematics, where there is a relative weakness, already identified by the school, in pupils' problem solving and calculation skills.

The quality of teaching and learning is good. Very positive relationships in the classroom lead to pupils enjoying their lessons and valuing the progress they make. Pupils revel in their learning because they are presented with stimulating work and are given good quality information about how well they are doing. Teachers use homework effectively, particularly to develop pupils' basic literacy and numeracy skills. In the best lessons, planning is very effective in ensuring that the differing needs of pupils are met. However, the most able pupils are not always stretched and challenged to do as well as they could because teachers' planning does not specify precisely enough what they are expected to learn. Teaching assistants make a very positive contribution to lessons, particularly in helping lower ability pupils to reach their potential.

The good curriculum is further enhanced by extra activities, for example, in sport and music, and by a good number of educational visits and visitors to the school. The teaching of French gives added breadth and interest. The school's partnerships with other local schools and the wider community are strong. These help by providing additional activities and in developing teachers' expertise over a wider area. The very effective way that part-time teachers are deployed enables the school to capitalize on their particular areas of expertise, for example, in ensuring good standards in science and the foundation subjects.

The good quality of leadership and management throughout the school stems from the excellent lead given by the new headteacher. The school's self-evaluation is accurate, staff and governors know what they need to do to improve further, and are keen to do so. There is a clear and shared vision that is focused on raising standards and ensuring teachers are accountable in their roles as subject leaders and class teachers. The school's success in raising standards and its very positive response to its previous inspection demonstrate good capacity to improve further. The monitoring of standards, progress, and teaching and learning is now regular and rigorous. Governors make a good contribution and are effective in challenging as well as supporting teachers.

Effectiveness of the Foundation Stage

Grade: 2

Children start with varying levels of attainment on entry to the Reception class. Children currently in the class started with skills and abilities which were broadly typical of their age and are making good progress. This is because they receive experienced and very well-planned teaching across all six areas of learning. In the process, the teacher ensures that children gain a great deal from first-hand experience and structured play, whether inside or out. For example, children acted out a pirates' day that incorporated, among a richness of exciting activities, a treasure hunt, (finding and identifying words), art, counting their coins and making their food. The play element of their daily experience also enables them to develop physically and creatively, as well as ensure much enjoyment in learning. The children also benefit significantly from sharing their day with older pupils in Years 1 and 2. This is seen clearly in their personal development and in their ability to communicate with others. As a result, they quickly learn classroom routines that promote their excellent behaviour, and develop their language and communication skills. All staff know and understand very well the needs of young children. As a result, carefully planned learning is linked closely to children's interests. Systems to assess their progress are excellent.

What the school should do to improve further

- Raise standards in mathematics in Years 3-6, particularly in problem solving and calculation.
- Improve teachers' planning to ensure that more able pupils are consistently challenged to achieve their best.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the welcome you gave me on my visit to your school. Please thank your parents and carers for all their letters and for taking the time to talk to me. I judge your school to be good, and the way the teachers look after you and help and advise you is excellent. I enjoyed your singing in Assembly and talking to you during playtime. I would like to compliment you on the way you make your classrooms and corridor so attractive by the quality of your displays. Your artwork is particularly good. I was also impressed by the way you take responsibility, for example, in your contribution to the work of the school council and the way you help your teachers during playtimes and lunchtimes.

I enjoyed joining you during your lessons, talking to you and reading your work. You obviously take pride in the way you present your work because it is so neat. I was impressed by your excellent behaviour, both in classrooms and out and around the school. You say you like your teachers and the way they take good care of you and teach you to be safe and healthy. I appreciate how well your school helps you to develop into mature young people, who get on well with each other and consider other people. Most of all, I enjoyed the way you were all so helpful and friendly.

It is usual after an inspection to ask schools to improve some things. To make things even better, I have asked your teachers to help improve your mathematics by concentrating more on problem solving and improving your calculation skills. I also would like your teachers to plan even more carefully so that the most able pupils are stretched and challenged to do the very best of which they are capable.

I wish you all well in the future.