

Farnley Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121660
Local Authority	North Yorkshire
Inspection number	314074
Inspection date	28 November 2007
Reporting inspector	Margaret Lewis

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	50
Appropriate authority	The governing body
Chair	Mr David Portlock
Headteacher	Mrs Annette Catterson
Date of previous school inspection	17 March 2003
School address	Farnley Lane Farnley Otley West Yorkshire LS21 2QJ
Telephone number	01943 463306
Fax number	01943 466534

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Introduction

The inspection was carried out by one Additional Inspector

Description of the school

Farnley is much smaller than the average primary school situated in a rural setting ten miles from Harrogate. A significant proportion of pupils come from Otley. Few pupils are eligible for a free school meal. All pupils are from a White British background. The proportion of pupils with learning difficulties and/or disabilities is below average, although an above average proportion has a statement of special educational need.

There are three mixed-aged classes, one for Reception and Year 1 and 2 pupils, one for pupils in Years 3 and 4, and one for pupils in Years 5 and 6. The headteacher teaches in the Year 3 and Year 4 class for three days a week.

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 that provides a good quality of education. Pupils' personal development and the way in which they are cared for, guided and supported are outstanding. The school has a warm and friendly, family atmosphere whilst it focuses increasingly on achieving high standards for the pupils. The staff work hard and know the pupils very well.

The headteacher, supported by enthusiastic and experienced staff and governors, provides good leadership in creating a welcoming, bright and well kept school. All pupils are valued and helped to grow into articulate, confident and well mannered individuals. Pupils clearly love their school. They are very happy and are keen to talk about their work in which they take pride and present well. They say that 'it's really fun and we go on a lot of visits'. They are particularly looking forward to the Christmas activities, for example, singing carols in Otley and a visit to the pantomime. Because they enjoy school so much, pupils' attendance is high and their punctuality is good. Their behaviour is excellent and pupils are polite and considerate towards each other. They understand, for instance, that classes take turns when using the climbing frame.

Good teaching, an interesting curriculum and effective systems to track and check on pupils' progress ensure that pupils achieve well and attain standards that are above average by the time they leave the school. However, although progress in mathematics in Key Stage 2 (Years 3 to 6) is satisfactory, it is not as good as it is in English and science. The school has recognised this and made it a priority in its plans for improvement. Teachers plan and conduct lessons well to make learning enjoyable and meaningful for all pupils. Those with learning difficulties and/or disabilities are well supported to achieve the targets in their individual education plans. Teachers' marking generally helps pupils to improve their work and to achieve their individual targets. Pupils have very good oral skills and very good attitudes to work. They know that they 'have to work hard' and enjoy their work, in particular, their reading, which is a strength of the school. Children do well in the Foundation Stage and progress well due to good provision.

The vast majority of parents agreed that they felt that their child is safe and well cared for and several commented on the good provision for pupils with learning difficulties and/or disabilities. The issues from the last inspection have been dealt with successfully. The strong commitment of staff and governors shows that the school has a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children start in the Reception class from several pre-school settings. They have a wide range of attainment that varies from year-to-year but is broadly average.

Teaching is good and children are well supported. Consequently, they make good progress, so that by the end of Reception, most reach and some children exceed the targets set for them. Leadership and management are good. The curriculum is well planned and organised so that children are given stimulating and meaningful experiences which they enjoy. The outdoor learning area is used particularly well to promote children's physical and creative development.

What the school should do to improve further

- Raise standards and improve progress in mathematics, especially in Key Stage 2.

Achievement and standards

Grade: 2

Standards have improved since the last inspection. Pupils have a good start to their education and they achieve well throughout the school. In Year 2, standards overall have been consistently above average over the last five years. In Year 6, standards are above average and pupils achieve well throughout Key Stage 2. Pupils attain very well in writing and in reading, where progress is very good. Their speaking and listening skills are very strong. Careful tracking of pupils' progress shows that in mathematics they make satisfactory progress across Key Stage 2 and reach average standards. The school has an accurate view of this situation and is acting swiftly to bring standards and progress in mathematics in line with that of English and science.

Pupils with learning difficulties and/or disabilities receive well directed support which enables them to achieve well.

Personal development and well-being

Grade: 1

Pupils are very happy at school. They enjoy their lessons and their attendance is well above the national average. Behaviour and relationships are excellent and pupils show high levels of consideration and sensitivity for others. The younger children appreciate the help given to them by older pupils such as advice on the climbing frame and if they go to the 'Friendship Stop' in the playground. Pupils have a very good understanding of how to keep healthy and they particularly like dance lessons, swimming and opportunities to play and practice football. They enjoy the fruit they have at break and look forward to school meals, especially the homemade bread. They feel very safe in school and say that bullying is not a problem. They know they can approach all adults for help and that their concerns are taken seriously. Pupils' good academic and social skills prepare them well for their economic future. The school council affords opportunities for pupils to have their say and make their wishes known, for example, the need for a climbing frame. Pupils regularly carry out fund-raising events and sponsor a wide range of children's charities such as 'Children in Need' and 'Operation Christmas Child'. Residential experiences for pupils in Year 6 promote their social and cultural development very effectively.

Quality of provision

Teaching and learning

Grade: 2

Teachers prepare lessons very carefully and plan work that is well matched to pupils' various abilities. Specific learning objectives are set. This, along with the individual targets set, means that pupils are very aware of what they are learning and what is expected of them and these are revisited at the end of lessons. Lessons generally have pace and challenge. Staff support pupils with learning difficulties and/or disabilities well in lessons. Teachers use practical activities and first hand experiences to make lessons enjoyable and interesting. A very good example of this was when pupils in Years 3 and 4 explored lines of symmetry of different shapes with the use of mirrors. Questioning and demonstrations are used well by teachers and support staff to promote and engage pupils. Pupils respond well to the many opportunities for them to discuss and express their ideas.

Teachers have high expectations of pupils' behaviour and of their commitment. These are met well and as a result, pupils are motivated, confident and achieve well, particularly in reading, writing and science. Pupils take a pride in their handwriting and presentation of work which is of good quality.

Curriculum and other activities

Grade: 2

The curriculum matches the needs of the pupils well. Pupils with learning difficulties and/or disabilities are well catered for as a result of detailed individual education plans and effective support. The key skills of speaking and listening, reading and writing, and information and communication technology are developed very well and prepare pupils effectively for their future education. The curriculum for mathematics is not as effective as in other subjects and is currently an area for analysis and development. Pupils' learning is enriched by the regular use of visits and visitors that bring the curriculum to life. Good use of visits and special days, such as to the Industrial Museum, a Countryside Day and residential visits for older pupils, provide them with varied and rich experiences which contribute to their enthusiasm for learning. Pupils are taught French and choose from an increasing range of extra activities in sport and music, as well as those linked to extended school provision. The school is working towards the Healthy Schools Mark and this is impacting well on pupils' knowledge and understanding of a healthy lifestyle.

Care, guidance and support

Grade: 1

The school takes excellent care of the pupils. It provides a welcoming, caring and secure environment where pupils feel safe and happy. Procedures for child protection and arrangements for the safeguarding of pupils are in place. Up to date risk assessments and effective systems ensure pupils' health and safety. Pupils' work is carefully assessed by staff and their progress is thoroughly checked as they move through the school. Individual targets are known to pupils and their parents so that they know what they need to do to improve their work. Caring staff support pupils with learning difficulties and/or disabilities well. They make very good use of individual education plans to guide learning. Liaison with outside agencies for these pupils is very good. Praise, recognition and opportunities for pupils' to evaluate their own work promote their self-confidence and raise their self-esteem. Parents are welcome in the school and are strongly encouraged to be involved in their children's education. The school has an active Parent Teacher Association. However, a significant minority of parents is not satisfied with the way the school communicates with them. This view largely relates to a single issue from the recent past and is something the school recognises.

Leadership and management

Grade: 2

Since the last inspection, the headteacher has moved the school forward with the good support of staff, parents and governors. Issues from the last inspection have been dealt with well. The school has undergone extensive refurbishment. The school takes account of pupils', parents and staff views and acts upon them.

The school is successfully focused on raising standards which have risen since the last inspection as have pupils' achievements. Managers' good understanding of the school's strengths and areas for development is based on effective and accurate school evaluation. Two years ago, the school identified the need to raise the quality of pupils' writing further and prioritised this area. This emphasis and the steps taken have paid off. The school's targets are challenging. The budget is well managed and the school is well resourced. It gives good value for money. Recent appointments of experienced staff mean that subject leaders are developing their roles very quickly and effectively. Governance is good. Governors are well led and keep up to date. They are kept closely informed about school performance and evaluate its work thoroughly. They also have a good knowledge of the work of the school with involvement in its day-to-day life that enables them to play an effective part in its management.

Annex A

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?	1
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	1
The attendance of learners	1
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**

Inspection of Farnley Church of England Voluntary Aided Primary School, Otley, LS21 2QJ

Thank you for making me so welcome in your school when I visited recently. I enjoyed seeing your lessons and talking to you. I would like to say a special thank you to those of you who came to tell me about school life and to those who talked to me at lunchtime. I think yours is a good school and there are some things that are especially good.

All the adults work together outstandingly well to look after you and help you do well. The school helps you to become mature and sensible young people. You learn to be responsible and care for others. You know how to keep safe and healthy.

You enjoy lessons, work hard and behave extremely well. You do very well in your reading, writing and science. Some of you told me how you like the reading challenges you are given.

To help your school become even better, I am asking the staff to help you make better progress in mathematics, particularly those of you in Classes 2 and 3.

I am sure you will help the teachers in these matters by continuing to work hard.