

# Forest of Galtres Anglican/Methodist Primary School

Inspection report

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<b>Unique Reference Number</b>	121601
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	327527
<b>Inspection date</b>	24 April 2009
<b>Reporting inspector</b>	Robert Robinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	198
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Professor Wells
<b>Headteacher</b>	Mrs Christine Windwood
<b>Date of previous school inspection</b>	30 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Station Lane Shipton-by-Beningbrough York North Yorkshire YO30 1AG

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<b>Age group</b>	5–11
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## Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and the overall effectiveness of the Early Years Foundation Stage. The following issues were inspected: the standards and pupils' achievement, the impact of the curriculum and of the leadership and management. The inspectors collected information from lesson observations, examination of pupils' work, responses to parental questionnaires, interviews with staff, pupils and governors and scrutiny of documents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessment, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is an average sized primary school. The socio-economic circumstances of the area it serves are more favourable than average. The proportion of pupils eligible for free school meals is well below average. The number of pupils with learning difficulties and/or disabilities is well below average overall, though in some age groups it is broadly average. No pupils are at an early stage of learning English as an additional language. The school has gained the Activemark, Basic Skills, Dyslexia Quality, Healthy School and Inclusion Awards. The school has reached the Financial Management Standard in Schools. There have been substantial staffing changes since the last inspection. There is a separate out of school provision on site which is managed privately and did not form part of this inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Forest of Galtres is a good school which provides a good education for its pupils. The governors' and headteacher's strong leadership have ensured that the school has built on previous strengths, despite substantial staffing changes since the last inspection. Links with the local communities that it serves and other educational providers are well established and are a significant benefit to pupils' education. A large majority of parents are happy with their children's experiences at the school. Governors ensure that all current safeguarding requirements are met. Equality of opportunity for all groups of pupils is promoted well because of good teaching for all. This enables different groups of pupils, including those with learning difficulties and/or disabilities, to make good progress.

Pupils' achievement is good. Standards are above average in Year 2 in reading, writing and mathematics. A slight downward drift over time in the national tests at the end of Year 2 has been redressed this academic year. Teacher assessment, supported by inspection evidence, show that pupils are on course to reach much higher standards than in previous years. Standards at the end of Year 6 have improved from an average level in 2006 to be well above average in 2007 and above average in 2008. Present standards in Year 6 are much higher than normally expected for pupils of this age in all subjects. Since the previous inspection there has been an improving trend in standards in English because standards in writing have been enhanced successfully to be close to those in reading.

The teaching is guided by a first-rate curriculum resulting in a consistency of good practice. Pupils are actively involved in learning through a variety of purposeful activities. Lessons are planned well to link to pupils' prior learning. Outdoor education is organised skilfully to extend work indoors and to initiate new learning. Pupils are encouraged to find out for themselves through practical activities both independently and in small groups. Teachers and teaching assistants work closely and effectively together in lessons to support the learning of different ability groups. Lessons are used well to extend pupils' understanding of community cohesion. For example, role-play was planned extremely well to challenge pupils to explore the possible feelings of a pupil new to the school from a different cultural background as part of a topic about India. Local senior citizens gave pupils first-hand information of life in the Second World War following a visit to a museum.

Pupils' personal development, including their spiritual, moral, social and cultural awareness, is outstanding because of the focus on social and emotional aspects of learning. The school grounds are used exceptionally well to encourage pupils to enjoy and succeed in a wide range of sporting activities both in lessons and in after-school activities. A strong emphasis on gardening encourages pupils to gain a better understanding of healthy foods. Yearly residential visits for all pupils in Years 3 to 6 help them to understand safe practices as well as developing team-building skills. Experiences, such as a whole-school 'Farm Project', give pupils a deeper understanding of local businesses and environmental issues. Pupils enjoy school and attendance rates are above average. Behaviour in lessons, at playtimes and at lunchtimes is superb. A minority of parents have concerns about behaviour. They should be reassured that the overwhelming majority of pupils behave well. Pupils are confident and express their views articulately. They are proud of their charitable works and links with their local communities, such as singing in nearby care homes and a hospice. Pupils are very well prepared for future learning because of their above average basic skills and first-class attitudes to work.

The headteacher and recently established senior management team have adapted the curriculum extremely well to meet the needs and interests of all pupils. It is accessible to all learners with a strong emphasis on developing life skills and enjoyment of learning. Subject coordinators are increasingly taking responsibility for raising standards. Care, guidance and support for pupils are good. The tracking of pupils' progress has been updated and is used well to plan future work for individuals. It requires further refinement to help staff to identify efficiently the rates of progress of different groups of pupils. This will assist the school to check the success of initiatives to improve standards further. The strengths in all aspects of its work and its track record over time provide the school with a good capacity to continue to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children have a good start in the Early Years Foundation Stage because the provision and leadership are good. Children's welfare needs are met well. Good links with parents and pre-school providers ensure induction procedures are effective. As a result, children quickly settle into school routines. Standards on entry vary from year to year, though they are generally broadly as expected for their age. The attainment on entry of the present group of children in Reception was as expected for their age, though aspects of personal, social and emotional development were below age-related expectations. Children achieve well in all their areas of learning, including personal, social and emotional development, and reach higher than normally expected standards by the end of Reception. A warm, caring, bright and stimulating learning environment contributes to children's good progress. They enjoy learning, particularly when involved in practical work in small groups both in the classroom and outdoors. Teaching and the curriculum are good. The indoor and outdoor areas are used well to provide exciting learning opportunities. Lessons are planned closely to meet the needs of all children. Good assessment practices by teachers and teaching assistants assist staff to identify children's future learning needs well, as well as to provide support for vulnerable children. Children behave well and are keen to learn. As a result, they are suitably prepared for the next phase of education. The new leadership, assisted by the headteacher and local authority consultants, has built effectively on the strengths of the previous leadership.

### **What the school should do to improve further**

- Refine the systems to monitor the rates of progress of different groups of pupils to check efficiently the success of initiatives to raise standards.

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## 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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

<sup>1</sup>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.



## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	2
How well does the school contribute to community cohesion?	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 Forest of Galtres Anglican/Methodist Primary School, York, YO30 1AG

Thank you for welcoming the inspection team to your school. Your school gives you a good education and cares for you well. The headteacher runs the school well and is helped by the staff and governors. During your time at the school your achievement is good. In the Early Years Foundation Stage children settle well and make good progress. In Years 1 to 6, you continue to make good progress. Standards by the end of Year 2 and Year 6 are above average. Present standards in Year 6 are much higher than are found in many other schools.

You are taught well and the curriculum is first-rate. You have many opportunities to find out things for yourselves both in the classroom, outdoors, during visits or from visitors to school. Older pupils told me how much you enjoy and learn on the residential visits. You get on exceptionally well with each other and the staff. All pupils are treated equally well. The school provides you with a deepening awareness of your local area and other communities. You are well prepared for future learning. Most of your parents are pleased with the education experiences you have at the school. A few parents were worried about your behaviour. I am pleased to tell them that you behave extremely well in lessons and around the school. This assists your learning as well as pleasing your teachers and parents. Your attendance is good so keep this up.

Your headteacher, staff and governors have improved your school since your last inspection. Ways to check your progress have been developed so teachers can spot how well you are doing. They use the information to plan your next step of learning. I have asked the school to refine the systems to check the progress of different groups of pupils to make sure of the success of its work to raise standards.

I appreciated talking to you about your work and watching you learn. I trust that you will keep doing your best and work with the headteacher and other staff to help them to continue to improve the school. I wish you well for the future.