

Foulridge Saint Michael and All Angels CofE Voluntary Aided Primary School

Inspection report

Unique Reference Number	119434
Local Authority	Lancashire
Inspection number	339440
Inspection dates	29–30 June 2010
Reporting inspector	Janette Corlett

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 of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Mrs C Logan
Headteacher	Mrs H Wood
Date of previous school inspection	13 March 2007
School address	Skipton Road Foulridge Colne BB8 7NN
Telephone number	01282 861338
Fax number	01282 861338
Email address	head@st-michaelangels.lancs.sch.uk

Age group	4–11
Inspection dates	29–30 June 2010
Inspection number	339440

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 11 lessons, observing seven teachers. They held meetings with staff and the Chair of the governing body, and held informal discussions with groups of parents, carers and pupils. They looked at a range of documentation including data about pupils' progress and the school development plan. They considered 42 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils make progress relative to their starting points, especially in English
- how consistent and effective teaching is and how well staff use assessment to plan work for pupils at the correct level
- the impact of the provision in the Early Years Foundation Stage on children's learning and development.

Information about the school

This is an average sized primary school The percentage who are known to be entitled to free school meals is lower than that in most primary schools. The vast majority of pupils are of White British backgrounds and a very small number speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is below average. The school holds the Silver Eco-School Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is a happy, friendly community where pupils feel safe and have total confidence in the adults who care for them. Parents, carers and pupils are proud of the school. 'We are very happy with the high educational standards and the loving, caring and well disciplined way in which the school is run,' is a comment that reflects well the views of many parents and carers. The quality of care, guidance and support the pupils receive is good. Pupils feel well cared for because the school works hard to know every pupil as an individual. Throughout the school, the vast majority of pupils are polite and well behaved, and they enjoy their learning.

Pupils have a good understanding of how to adopt healthy lifestyles, and demonstrate this through eating healthily and taking part in sporting activities. The school is very much at the centre of the local community. Pupils take part in range of local festivals and events and fundraising for charities, both local and international, on a regular basis.

Achievement is good. Pupils make good progress and the majority attains overall standards that are above average by the time they leave the school. The school is very successful in supporting pupils with special educational needs and/or disabilities, who make good progress. The large majority of teaching is good. Pupils are actively involved in lessons and motivated to make good progress. Work is marked promptly. However, marking does not always identify clearly what pupils need to do next to improve. The curriculum is well organised and imaginative and has a positive impact on pupils' motivation and progress. The school makes a satisfactory contribution to promoting community cohesion. Whilst pupils demonstrate a good awareness of their school, local and worldwide community, their understanding of their place in wider British society and of other faiths is less well-developed.

The strong leadership of the headteacher is at the heart of the school's success and has helped to steer the school well through a time of some unavoidable staffing disturbances. School leaders maintain a clear focus on improving the quality of teaching and learning, which ensures the good quality of education in the school. Self-evaluation is effective in providing leaders with a developed view of what needs to be done to improve. Governors fulfill their responsibilities well. They are well informed and very supportive of the school's work.

The school has good partnerships with community groups, external services and local schools. There are positive relationships with parents and carers. The effective leadership of the school, the good record of pupils' progress and the sustained development of effective systems for accurate self-evaluation indicate that this school has a good capacity to improve further.

What does the school need to do to improve further?

- Further improve the use of assessment for learning and hence pupils' achievement, by:
 - ensuring that the marking policy is consistently applied so that marking identifies clearly what pupils need to do next to improve.
- Develop pupils' understanding of their place in wider British society and of other faiths, by;
 - providing more opportunities for pupils to interact with children and young people from different backgrounds and faiths.

Outcomes for individuals and groups of pupils

2

Pupils' positive attitudes and behaviour contribute strongly to their learning. They listen well and enjoy opportunities to work with 'talking partners' or in small groups. They make good progress because work in most lessons is tailored to meet their learning needs and teaching largely promotes their enthusiasm for learning. As a result, from skills that are broadly typical for their age on entry to the Early Years Foundation Stage, pupils achieve well. They reach above average standards in reading, writing and mathematics by the time they are ready to move on to the next phase in their education. The good support that pupils with special educational needs and/or disabilities receive ensures that their learning and progress are good and that they are happy and secure. Parents and carers of these pupils were very complimentary in their comments about how well their children are progressing and the support provided by the school.

Pupils enjoy the opportunities to take responsibility within the school, such as being part of the school council. Older pupils take great pride in looking after their younger friends and typically say that the school is 'like a big family, so we look after each other'. Pupils make a good contribution to the wider community through helping to organise a wide variety of fundraising events for local and national charities. Participation in local initiatives helps them to develop their awareness of their responsibilities as future citizens. Pupils demonstrate a good understanding of the need to eat healthily. Their widespread participation in a broad range of after-school clubs and sporting events demonstrates their enjoyment of physical activity and commitment to healthy lifestyles. Pupils are reflective and show great respect for other people's feelings. Their appreciation of other cultures and lifestyles is not quite as strong as their spiritual, moral and social development.

Attendance is above average because pupils love school. Pupils say that they feel safe in school and show a good awareness of the possible dangers of drugs, alcohol and the inappropriate use of the internet. They say that there is no bullying in school. Pupils leave the school as confident learners with the ability to reflect critically on the effect of their own and others' ideas and actions. These qualities prepare them well for their next stage of education.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of lessons are planned well, based on what pupils know and what they need to learn next. The key aims of each lesson are shared so that pupils have a clear sense of what is expected of them. Most lessons have high levels of engagement and enjoyment, with 'paired talk' being a key feature of activities. Teachers question pupils well, often targeting different questions at different ability groups. Occasionally, work is not matched correctly to pupils' specific needs and on these occasions, pupils are not fully engaged with their learning. Teaching assistants provide good support, particularly for those pupils with special educational needs and/or disabilities. The marking of pupils' work is variable in its quality and does not always make clear to pupils how to improve their work.

The good curriculum is matched well to the pupils' needs. The more creative approach to the curriculum and a wide range of activities successfully capture pupils' imagination. The structure of the curriculum ensures basic skills are practised and used increasingly well in a broad range of subjects. Information and communication technology (ICT) is used effectively by teachers to raise interest and promote basic skills through a range of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

subjects, but pupils could make more use of ICT in lessons to enhance their learning. The curriculum is enriched by a good range of extra-curricular activities as well as educational visits and visitors to school. Pupils also have access to a wide range of sports, along with the opportunity to take part in a number of artistic and musical activities. Stimulating displays of work enhance the learning environment and celebrate achievements across the curriculum.

Parents and carers appreciate the school's very caring ethos and the good support that their children receive. All staff know each pupil well and are fully involved in providing effective pastoral support, especially for those with special educational needs and/or disabilities and those who are more vulnerable. The school draws well on the expertise of external agencies to work collaboratively upon programmes for pupils with more complex needs. Good transition arrangements mean that pupils are confident in moving between key stages and ultimately on to secondary education. The school provides good support for families through a breakfast and after-school club which offers a range of activities.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides strong leadership and has effectively developed the skills of subject leaders to ensure a sustained drive for improvement during unavoidable absences of members of the senior leadership team. At the centre of the school's development has been a shared vision and a drive to achieve the best for the pupils at the school. The leadership team is effective in ensuring that all groups of pupils have equality of opportunity and that there is no discrimination. Links with parents and carers are good and there are effective links with other schools and outside agencies that support pupils' learning well.

The school has an action plan in place to promote community cohesion which is having a positive impact in developing pupils' understanding of the local and global communities. For example, there are established links with schools in European and African countries and a planned link with a school in China. However, pupils do not have enough opportunities to meet with children and young people from different backgrounds and faiths within British society.

The headteacher monitors the quality of teaching and provides effective guidance to enable teachers to improve their skills. Morale is high and staff have a determination to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

improve provision further. School leaders make effective use of tracking procedures to ensure that information on individual pupils' progress is easily available. However, the school's analysis of this information is limited, and needs to be more rigorous in order to further improve the school's good self-evaluation procedures. The school has satisfactory procedures in place for safeguarding and staff receive regular and relevant training. Resources are deployed well. The governors support the school in managing its finances well and in securing good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The majority of children start school with skills and development expected for their age. They make good progress because teachers and teaching assistants have a good understanding of how young children develop and learn. The quality of teaching is good. Staff carefully observe and record children's achievements and use this information to plan activities tailored to children's varying needs and abilities. Adults work together closely and support children's learning well, but sometimes they give too much direction in play activities and this occasionally limits the opportunities children have to make choices in their learning.

Parents and carers make valuable contributions to their children's learning. Children form good, caring and trusting relationships with each other and with adults. The indoor learning environment is bright and appealing to young children and leads onto a secure and stimulating outdoor area. This means that children are excited and motivated to learn and are confident to try new activities and speak when in a large familiar group. Behaviour is good and children work well together. The consistent use of praise and

encouragement helps children to develop positive self-esteem. Arrangements to promote children's health and safety are robust, and all welfare requirements are met, which ensures that children feel safe and are happy in school.

The Early Years Foundation Stage leader is a dedicated professional who reflects on practice and strives constantly for improvement. This good leadership results in a clear vision and well-focused plans for future improvements, including the further development of opportunities for learning outdoors.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of the parents and carers who returned the questionnaire are very content with the quality of education and care provided at the school. Comments include: 'All staff work relentlessly hard to foster a strong, caring ethos', and, 'This is a wonderful school where every child comes first whatever their capabilities.' The inspectors found no reason to disagree with these views. A very few parents and carers raised issues about not having enough time to discuss their children's progress at parents' evenings, and the number of teaching staff that have changed over the last few years. The inspectors found that parents and carers have many opportunities to talk to teachers in addition to formal parents' evenings and that most parents and carers were very happy with the amount of information they receive on their children's progress. Whilst there have been several changes to teaching staff, inspectors did not find any significant impact on pupils' personal or academic development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Foulridge Saint Michael and All Angels CofE Voluntary Aided Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	83	7	17	0	0	0	0
The school keeps my child safe	34	81	7	17	0	0	0	0
The school informs me about my child's progress	25	60	14	33	2	5	0	0
My child is making enough progress at this school	33	79	7	17	2	5	0	0
The teaching is good at this school	33	79	9	21	0	0	0	0
The school helps me to support my child's learning	28	67	13	31	1	2	0	0
The school helps my child to have a healthy lifestyle	26	62	16	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	69	12	29	0	0	0	0
The school meets my child's particular needs	29	69	12	29	1	2	0	0
The school deals effectively with unacceptable behaviour	25	60	16	38	1	2	0	0
The school takes account of my suggestions and concerns	27	64	14	33	1	2	0	0
The school is led and managed effectively	31	74	10	24	1	2	0	0
Overall, I am happy with my child's experience at this school	33	79	7	17	2	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 June 2010

Dear Pupils

Inspection of Foulridge Saint Michael and All Angels CofE Voluntary Aided Primary School, Colne, BB8 7NN

Thank you for making me so welcome in your school when I visited recently with two other inspectors. We were all impressed with your good behaviour, the way in which you care for one another in school and how you help other people through raising money for charities. A special thank you to those of you who gave up your lunchtime break on a beautiful summer day to talk to me and tell me how much you love your school and enjoy learning.

You are right to be so proud of your school, because it is a good school and you achieve well. You told us about how kind your teachers are, and how you really trust them because they listen to you and are always willing to help. You also mentioned how much you appreciate the exciting activities your teachers arrange for you, particularly the trips to interesting places and after-school clubs. You keep fit through lots of physical activity and know how to keep yourselves safe from harm.

Your headteacher, all the other staff and school governors are determined to make things even better for you. We have asked them to give you a little more advice when they mark your work on what you need to do next in your learning and to give you more opportunities to gain first hand experience about different backgrounds and faiths.

You can help by continuing to try your best and to look after one another as well as you do now.

Yours sincerely

Mrs Janette Corlett

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.