

Fountains Church of England Primary School

Inspection report

Unique Reference Number	121584
Local Authority	North Yorkshire
Inspection number	359042
Inspection dates	9–10 September 2010
Reporting inspector	Lesley Clark

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Mr Stuart Wicks
Headteacher	Mrs Jill Pemberton
Date of previous school inspection	3 October 2007
School address	Grantley Ripon North Yorkshire HG4 3PJ
Telephone number	01765 620631
Fax number	01765 620631
Email address	admin@grantleyfountains.n-yorks.sch.uk

Age group	4–11
Inspection dates	9–10 September 2010
Inspection number	359042

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 assesses 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 0300 1234 234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 1234 234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in four lessons and involving four teachers. They held meetings with the Chair and vice-chair of the Governing Body, Year 5 pupils and spoke informally with different groups of parents. The inspection team observed the school's work, and scrutinised a range of documentation, including safeguarding information, the school improvement plan and the school's assessments of pupils' progress. They scrutinised 38 questionnaires from parents and carers as well as questionnaires returned by pupils and staff.

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

- How well pupils in Key Stage 2 achieve, with a focus on the most-able pupils and those with special educational needs and/or disabilities.
- The impact of assessment and the curriculum on pupils' learning and development.
- The impact of governors' involvement to ensure pupils' safety.
- The extent to which children in the Early Years Foundation Stage lead their own learning both indoors and outdoors.

Information about the school

This rural school is smaller than the average-sized primary school. It serves several villages and outlying farms near Ripon. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is above average, as is the number with a statement of special educational needs. The headteacher has been in post for just under two years and has a part-time teaching commitment. Most teaching staff have changed in the last three years. The school holds the Activemark, the Inclusion Quality mark and the Basic Skills award. It has Healthy Schools' status and holds the foundation level of the International Schools award.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

This is a good school. Leaders and managers communicate ambition and drive exceptionally well and, as a result, pupils' attainment is improving rapidly. Teachers use assessment data extremely effectively to accelerate the learning of different ability groups within each class. The most immediate impact can be seen in the attainment of the most-able pupils. The school's tracking of pupils' progress confirms a sharply rising upward trend. There is still some way to go before this rate of progress results in sustained high achievement for all pupils. Currently, attainment is above average in English and mathematics by the end of Year 6. Pupils, including those with special educational needs and/or disabilities, make good progress because they are consistently well taught and well supported by teaching assistants. An outstanding curriculum further underpins pupils' good progress. Children make good progress in the Early Years Foundation Stage. They lead their own learning for much of the time. Currently, there is a greater choice of activities indoors than outside because the school has only recently developed the outside area.

Pupils have an excellent awareness of their own safety and that of others because they are given excellent care, support and guidance, and because safeguarding arrangements are outstanding. Pupils have an excellent sense of community. They have a strong voice in decisions relating to their learning and well-being. Pupils' behaviour is outstanding and they contribute significantly to their own good learning. While pupils have a well-developed spiritual and moral awareness, their understanding of the multicultural diversity within Great Britain is less developed.

Since the school's last inspection there have been significant improvements in the curriculum, the use of assessment data and the work of the governing body. Highly effective monitoring of teaching and learning is having a major impact on pupils' achievements and gaps in pupils' performance are well on the way to being rectified. Equality of opportunity is outstanding, supported by the excellent use of partnerships to extend learning opportunities and the outstanding partnerships with parents. These improvements have come about in a short time because of stringent self-evaluation and a relentless, successful drive to raise standards. Thus, the school demonstrates its outstanding capacity to improve further.

What does the school need to do to improve further?

- Develop the use of the outdoor learning environment in the Early Years Foundation Stage by:
 - extending the range and scope of outdoor learning activities

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

Please turn to the glossary for a description of the grades and inspection terms

- ensuring that all areas of learning are as fully represented outdoors as they are indoors.
- Extend pupils' understanding of the multicultural diversity within Great Britain by:
 - giving pupils a variety of opportunities to engage with groups from different ethnic, religious and socio-economic backgrounds
 - developing pupils' understanding of different British cultures.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy their learning and achieve well. They agree the work they do is, 'just right' in terms of difficulty and 'sometimes a bit hard.' Early morning tasks get them off to a good start each day. They are attentive in lessons and behave extremely well. Teachers take account of pupils' suggestions and pupils ask lots of questions. This ensures that learning is productive. Pupils are fully involved in assessing their learning. They keep an up-to-date record in their 'learning passports' of the skills they acquire. They refer to individual targets to check their learning and older pupils check their work against detailed success criteria. This has had a marked impact on their progress, especially the most-able pupils who recognise, for example, that while a piece of writing met all the required criteria, 'really it could have been made more exciting'. The impact is seen in above-average attainment from pupils' average starting points, taking into account the effect of variable proportions of pupils with special educational needs and/or disabilities on very small year groups. Achievement is not yet outstanding, despite pupils' rapid progress because the impact of improvements is yet to be reflected in consistently above average results in national tests at the end of Year 6 or in sustained high achievement. However, the rapidly rising trend in attainment exemplifies the school's outstanding capacity to improve. Pupils with special educational needs and/or disabilities make good progress because they are given good support in lessons. They follow individual programmes of work which are well matched to their capabilities.

Pupils have a good understanding of factors relating to health and are proud of their successes in competitive sports. This is demonstrated by the awards of Activemark and Healthy Schools' status. The school council is very active and pupils play a major part in decision making. While pupils have a developing understanding of some African communities through the school's new global links, their understanding of different communities and cultures within Great Britain are more limited. Pupils are confident and articulate and readily take on responsibility, qualities which prepare them well for their future lives.

These are the grades for pupils' outcomes

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

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

Please turn to the glossary for a description of the grades and inspection terms

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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?

In all classes, teachers use time effectively and encourage pupils to reflect on what they need to do complete tasks well. For example, Year 3/4 pupils suggested the teacher put the timer on so she did not talk for too long as they felt they needed extra time to solve the tricky mathematical problems. An outstanding feature of teaching is the extent to which teachers use assessment data to support learning. Teachers encourage pupils to say when they find something hard or easy to understand and pupils understand in detail how to improve their work. In a Key Stage 2 mathematics lesson, the teacher rapidly increased the level of difficulty of questions targeted at the most-able pupils because it was clear they had grasped a new concept instantly. This had a striking, positive impact on the quality of their work. Teachers are now targeting average-attaining pupils in a similar way but it is too soon to see the full impact on their attainment.

The curriculum, partly planned by the pupils, offers highly creative and innovative indoor and outdoor learning with a strong focus on practical experiences, art, and personal, social, health and citizenship education. A weekly 'Smart Skills Workshop' successfully prompts pupils to think and work things out for themselves through drama and philosophical questions. This is complemented by a good range of educational visits and visitors to school and after-school clubs each day. The impact is seen in pupils' lively participation in all aspects of school life and in their burgeoning confidence.

The school gives excellent attention to all aspects of care, support and guidance. Pupils are known as individuals and have every confidence in the adults in school. The school's work with pupils and families facing challenging circumstances is exemplary. This

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

Please turn to the glossary for a description of the grades and inspection terms

ensures that vulnerable pupils play a full part in school life.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

A belief in the school's success and potential for excellence is palpable, fuelled by senior leaders' and managers' drive and ambition. They have accomplished much in a short time with the result that the school met its ambitious targets this year and is on track to continue improving on this trend. Using stringent tracking of pupils' progress as the main means to raise attainment further, leaders and managers at all levels closely monitor teaching and learning. They teach alongside inexperienced colleagues and share ideas and expertise. The result is a highly enthusiastic and knowledgeable teaching team, consistently good progress across the school and strong evidence that the most-able pupils are forging ahead.

The relatively new governing body is having a good impact because it knows the right questions to ask to help the school develop further. Safeguarding procedures are outstanding because of excellent quality assurance by governors and staff. Child protection procedures, including safer recruitment procedures and risk assessments, are first rate. As a result pupils know how to keep themselves safe, but they are not at all fearful. These excellent procedures are underpinned by outstanding partnerships with parents and carers and with other agencies to promote pupils' well-being. Consequently, pupils' experience of school is highly positive. The school promotes equality of opportunity exceptionally well. The school demonstrates it is making a good commitment to community cohesion locally and is well on the way to developing its global links. There are suitable plans to develop these further and to promote pupils' understanding of ethnic and cultural diversity within Great Britain.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress from broadly average starting points. Learning has accelerated over the past year, following a substantial updating of learning resources and provision. Children largely lead their own learning and so they make progress at the right rate for their age and stage of development. Staff are skilled at playing with children and using questions to promote their development, examining lots of pictures of castles, for instance, to help a group of children who were busy trying to construct one. Staff use assessments carefully to track what children know and understand and use this information to help them make the next steps. For example, staff picked up that children were holding pencils awkwardly and so they put out threading activities to help children practise a pincer movement with their fingers. There is a good balance of long and short-term observations to which parents and carers can also contribute. The outdoor provision provides exciting opportunities for discovery using water, sand and den-making activities but does not offer such a wide range of activities as those indoors because the area is newly developed. The setting is well led and managed and, as a result, children settle in quickly and thoroughly enjoy working and playing together.

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 vast majority of parents and carers are very happy with their children's experience of school. They say that the school is 'a caring community'. They say that they can approach the school with any concerns, that they are listened to and the school will take

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

Please turn to the glossary for a description of the grades and inspection terms

action to address these. They feel fully included through weekly assemblies, regular curriculum evenings and 'drop in' sessions organised by the governors. The inspection team endorses parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fountains Church of England 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	71	10	26	0	0	0	0
The school keeps my child safe	30	79	7	18	1	3	0	0
The school informs me about my child's progress	17	45	20	53	1	3	0	0
My child is making enough progress at this school	18	47	18	47	0	0	1	3
The teaching is good at this school	19	50	17	45	1	3	0	0
The school helps me to support my child's learning	10	26	26	68	1	3	0	0
The school helps my child to have a healthy lifestyle	16	42	20	53	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)	15	39	20	53	1	3	0	0
The school meets my child's particular needs	20	53	16	42	1	3	0	0
The school deals effectively with unacceptable behaviour	11	29	24	63	1	3	0	0
The school takes account of my suggestions and concerns	16	42	21	55	0	0	0	0
The school is led and managed effectively	16	42	20	53	1	3	0	0
Overall, I am happy with my child's experience at this school	27	71	9	24	1	3	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



13 September 2010

Dear Pupils

Inspection of Fountains Church of England Primary School, Ripon, HG4 3PJ

Thank you for your warm and friendly welcome. A special thank you goes to Year 5 pupils who spent time talking to me about what it is like to be a pupil at this school. You go to a good school. You make good progress in every class and your work is above average. Those of you who find learning easy are beginning to make faster progress as your teachers expect a bit more of you in lessons. I was impressed at how much you are involved in checking your learning. This is why your work is improving so quickly. Your behaviour is excellent and you do a lot to make your school a lively, friendly, happy community. You have an outstanding curriculum and adults in school take excellent care of you and make sure you are safe. This is why you are eager to learn and get on very well together. Your teachers and headteacher know just what to do to make your school even better and that is why so many things have changed recently, especially outside.

This is what the inspectors say that your school should do next.

- Reception children have a new outdoor learning area which they are thoroughly enjoying using. At the moment they have more activities to choose from indoors so we have asked that they have just as many outside too.
- Because you are in a small village school you do not get to meet many people from different communities. So we have asked your teachers to give you lots of opportunities to mix with people from different places and backgrounds so as to develop your understanding of different British cultures.

You can help by continuing to work hard and asking lots of questions.

Yours sincerely

Mrs Lesley Clark

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 0300 1234 234, or email enquiries@ofsted.gov.uk.