

# Follifoot Church of England Primary School

Main Street, Follifoot, Harrogate, North Yorkshire HG3 1DU

<b>Inspection dates</b>	19–20 April 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The focus and tenacity of the headteacher have driven improvements in teaching and learning across the school. All staff fully support the actions taken and work hard to achieve good outcomes for pupils.
- Children in the early years make good progress from their starting points and are well prepared for Year 1.
- Teaching is good. Staff plan work that is well matched to pupils' needs, ensuring that pupils make good progress and achieve well, including those eligible for pupil premium funding.
- Subject leaders have an accurate understanding of the school's strengths and what needs to be improved. Along with the headteacher they have put in place effective actions to address gaps in pupils' progress and attainment.
- Leaders make good use of performance management and training to promote good teaching and raise achievement.
- Governors make an important contribution to improving the school's effectiveness. This has included the recent successful federation with Spofforth Primary school.
- Behaviour in lessons and at social times is good. Pupils are polite and well mannered. They work hard and respond well to responsibilities.

### It is not yet an outstanding school because

- There is not enough outstanding teaching over time across the school and as a result pupils' attainment and progress is not outstanding.
- Not enough pupils achieve the higher standards in mathematics and writing by the end of Year 6.
- Subject leaders are relatively new to their roles and their skills to check the impact of actions to bring school improvements are still developing.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching across the school to achieve outstanding outcomes by:
  - further raising expectations for the most-able pupils in mathematics and writing
  - refining the use of the recently introduced assessment system to plan even more effectively for pupils' learning
  - developing the opportunities for early years children when learning in the outdoors
  - more effectively deploying teaching assistants to ensure that they have a greater impact upon pupils' learning.
  
- Further develop leadership capacity by:
  - embedding the role of middle leaders including their role of checking the impact of actions taken to further improve outcomes for pupils
  - building upon the opportunities provided by the federation to further strengthen leadership.

## Inspection judgements

### Effectiveness of leadership and management is good

- The new headteacher's ambition and determination are bringing discernible improvements across the school. He has implemented a team approach to school improvement. As a result, leadership capacity has been improved and staff are clear about their responsibilities. More effective accountability systems are in place which clearly target improving pupils' outcomes. Staff have responded positively to bring about the necessary changes following the last inspection.
- The leadership of provision for pupils with special educational needs and disability is good. Well-planned provision in classrooms and additional interventions enable these pupils to make good progress. Effective links are made with specialist agencies to ensure these pupils' needs are accurately identified and the appropriate support is provided.
- Subject leadership is improving at a pace. The teachers who are new to their roles have received clear guidance from the headteacher and relevant leadership training, including visits to see effective practice in other schools. As a result they have a good understanding of the school's priorities and have begun to take effective action to address them. Their checking of the impact of these actions is still at an early stage, as are their links with governors.
- Systems to manage teachers' performance are thorough. The headteacher carefully checks that teachers' training is bringing about the required improvements in their practice. There is clear evidence that this structured approach has brought improvements to teaching, such as phonics teaching and the effective use of questioning to improve pupils' learning.
- The curriculum is well planned to meet the interests and needs of all pupils. Careful consideration is given to ensure that mixed-aged classes develop their learning without repeating work. Pupils talk enthusiastically about their work across a range of subjects. After-school clubs and specialist teaching in physical education (PE) and music successfully enrich the curriculum. For example, pupils from Year 4 to Year 6 all learn to play the ukulele.
- The pupil premium funding is spent to good effect. The headteacher and governors carefully check the progress of pupils entitled to pupil premium funding. These pupils make good progress and their attendance levels are high.
- The additional funding for sport and physical education (PE) is used effectively to increase the opportunities pupils have to enjoy physical activities and learn from specialist coaches. Teachers' PE teaching expertise is also well developed by working alongside the coaches. This is providing pupils with access to a wider range of sports, increasing participation and helping them to develop healthy lifestyles.
- Leaders' communication and consultation with parents is well managed. For example, the headteacher's consultation with parents, staff and governors on the recent interim arrangements for staff and class organisation were handled with care and considered the views of all involved. Levels of parental satisfaction with the school are very high.
- The headteacher and governing body have made effective use of learning networks with other strong schools to bring about improvements. As a result, there has been a noticeable improvement in the quality of teaching and learning and the development of subject leadership.
- The school has benefited from well-targeted support from the local authority. This has helped governors and leaders to strengthen leadership and improve teaching.
- **The governance of the school**
  - Since the last inspection governors and the headteacher have successfully managed the federation of the school with another local primary school. This has stabilised the leadership of the school and begun to provide opportunities for staff development by sharing expertise and joint training across the federation. As the federation is still at an early point in its development not all of the potential staff and leadership development has been realised.
  - Governors are ambitious for the school and they provide good support and levels of challenge to the headteacher with respect to school development. Links with governors and subject leaders who are new to their roles are at an early stage of implementation.
  - Effective systems are in place for the performance management of the headteacher and staff. Pay progression is appropriately linked to staff performance.
- The arrangements for safeguarding are effective. Robust systems are in place for checking the appropriateness of staff and visitors who are in the school. The headteacher has completed all required safeguarding training. Staff have regular safeguarding training updates. The school works well with other agencies and with parents to ensure that pupils are supported and safe.

## Quality of teaching, learning and assessment is good

- The quality of teaching is good and this is why pupils are making good progress.
- Teachers plan effectively for the complexities of mixed-aged classes. They match work closely to pupils' learning needs and make effective use of practical resources.
- Teachers deliver lessons that hold and sustain pupils' interest well. Their good subject knowledge is evident in the quality of their explanations and pupils' responses to questions. Discussion is used well to generate opportunities for thinking and developing ideas. This process consolidates understanding effectively.
- Staff use questioning effectively both to deepen pupils' learning and to identify misconceptions. Teachers respond promptly where pupils do not fully grasp the learning. As a result, gaps in learning are swiftly addressed.
- Support for pupils with special educational needs is carefully thought through. The well-targeted use of teaching assistants and appropriate resources enables these pupils to be effectively included in lessons and to make good progress.
- The teaching of phonics (letters and the sounds that they make) is well structured and pupils work in small groups carefully matched to their level of development. As a result the proportions of pupils who are achieving the expected standard are increasing. Pupils are now better prepared with early reading skills.
- As pupils move through the school they read with increasing confidence. They develop a love of books and can readily identify favourite authors. Teachers make good use of quality texts to generate interest in literature and to improve pupils' writing skills.
- The school's feedback and marking policy is consistently used across the school. Pupils understand these approaches and their responses to marking assist the development of their learning.
- The school has developed its assessment systems to match them to the new national curriculum. These are helping teachers to better match their teaching to pupils' learning needs. This system does not always ensure that pupils' targets are precise.
- Teachers set appropriate homework to support learning. Pupils understand the importance of homework and older Year 6 pupils believe it is increasing their confidence for the end of year assessments.
- Parents are well informed about pupils' progress. Good use is made of a range of meetings and pupils' learning diaries to keep parents informed of individual pupils' achievements. The recent introduction of sharing assemblies where pupils present aspects of their learning is valued by parents and is an opportunity for developing pupils' self-confidence.
- The impact of teaching assistants is variable. At times the impact of their support on pupils' learning is significant, particularly when supporting less-able pupils and pupils with special educational needs. However, on occasions they are not always deployed in the best possible way to promote pupils' learning.
- Over time teaching has not always challenged the most able in writing and mathematics. There is emerging evidence that teachers are starting to increase levels of challenge in these subjects.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The development of pupils' spiritual, moral, social and cultural development is a strength of the school. Opportunities to develop tolerance and consideration for the needs of others are embedded in the curriculum. Collective worship encourages pupils to reflect upon positive characteristics such as perseverance. Visits to a range of places of worship widen pupils' understanding of different faiths. The school's principles of 'nurturing relationships, love of learning and skills for life' are developed well across the work of the school.
- Pupils are self-confident and prepared to put forward their views in a thoughtful and respectful way. This is because they are given opportunities to share their learning and review others' work in a constructive manner.
- Pupils have a good understanding of the types of bullying that may take place. They reported that bullying is not tolerated and that there was no bullying in school. The school's records reflect pupils' views that incidents of bullying are very rare.
- Pupils feel safe and valued as members of the school community. They know how to keep themselves safe, including when online. Pupils, parents and staff all agree that the school is a safe place to learn.

## Behaviour

- The behaviour of pupils is good. Pupils are courteous, polite and show respect to one another, to adults and visitors. In lessons they work hard, cooperate well in groups and are keen to share their learning with others.
- During playtimes and lunchtimes pupils are well behaved and they engage in a range of games and activities in a very friendly fashion. Older pupils support younger pupils in a quieter area of the playground which has a range of resources to encourage creative play.
- The school keeps careful records of the rare incidents of misbehaviour. These are followed through in accordance with the school's structured behaviour policy.
- Rates of attendance are above those found nationally. Pupils are keen to come to school and know that regular attendance and good punctuality support their learning. The school leaders set aspirational targets for further improving attendance which are supported by practical plans.

## Outcomes for pupils

are good

- Outcomes for pupils are good because pupils' progress from their starting points is good overall. Where pupils are currently working below the standards expected for their age they are catching up quickly. Closing the gap plans are used effectively to accelerate the learning for pupils working below the expectations for their age.
- Children's outcomes in the early years have shown substantial improvements over the last two years. In 2015 the proportion of pupils achieving a good level of development was well above that found nationally.
- Pupils who are eligible to benefit from the support of pupil premium funding are all making at least the expected progress and are working at or above the expectations for their age.
- Pupils with special educational needs make good progress from their starting points. This is because the school carefully reviews the support required for these pupils. Detailed 'inclusion passports' identify their specific learning needs and identify the appropriate interventions to ensure these pupils achieve well.
- In 2015 the proportion of pupils that met the expected standard in the Year 1 phonics screen improved substantially. The proportion of pupils currently on track to achieve the expected standard demonstrates further improvements in the current Year 1 pupils' phonics skills.
- Increasing levels of challenge for the most-able pupils in writing and particularly in mathematics are helping current pupils to make better progress. As a result these pupils are beginning to work at the higher expectations for their age range.
- Comparison of the school's outcomes with nationally published pupil progress information can be problematic at times due to the small numbers of pupils in each cohort.

## Early years provision

is good

- Children start in Reception with skills and abilities that are generally typical for their age. From their starting points, children make good progress. The proportion of children reaching a good level of development improved in 2015 and was well above that found nationally. As a result, the vast majority of children are well prepared for Year 1.
- The quality of teaching is good. Children's learning needs are well met through an effective balance of teacher-led activities and opportunities for children to explore and learn by themselves. Activities are well matched to the children's needs, and staff use questioning effectively to reinforce and develop children's learning.
- At times, staff do not make the most of opportunities for children to practise and apply their writing, reading and mathematical skills in the outdoor area.
- The early years leader has benefited from training to support with identifying priorities and actions to improve this part of the school. As a result, early years provision, the accuracy of assessments and outcomes for children have all improved.
- Children's personal development and welfare is a key focus for when they start school. Effective arrangements, including good links with the main pre-school provision, are in place to support children's transition into school. Consequently, children quickly learn the routines of the school and work very well alongside the Year 1 pupils where appropriate.
- Children's behaviour is good. They cooperate well together, take turns and talk about their ideas. For example, as a small group of children planned the planting of marigold seeds together they logically discussed the steps needed to successfully get the seeds to grow into flowers.

- Partnerships with parents are strong. Parents are included in making assessments of children's progress and are very positive about the support provided by early years staff.
- Children feel safe and secure. They are well supervised in a safe, secure classroom and outside learning area. Safeguarding is effective and welfare requirements are met.

## School details

<b>Unique reference number</b>	121560
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10002017

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Harrington
<b>Headteacher</b>	Paul Griffiths
<b>Telephone number</b>	01423 872580
<b>Website</b>	<a href="http://www.follifoot.n-yorks.sch.uk">www.follifoot.n-yorks.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@follifoot.n-yorks.sch.uk">admin@follifoot.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	27 November 2013

## Information about this school

- This school is much smaller than the average-sized primary school. Pupils are educated in three mixed-age classes.
- The vast majority of pupils are White British.
- The proportion of pupils eligible for the pupil premium funding is well below average. (Pupil premium is the funding the school receives for pupils known to be eligible for free school meals and those looked after by the local authority.)
- The proportion of pupils who have special educational needs or disability support is well below that found nationally. The proportion of pupils with an education, health and care plan (EHCP) is above that found nationally.
- Since the previous inspection, a new headteacher has been appointed.
- In October 2015, the school entered a federation with Spofforth Primary School. Both schools share a governing body and headteacher.
- The school is a member of the Harrogate and Rural Teaching Schools Alliance (HART). This has provided support for the school, including that of a national leader for education (NLE).
- The school is part of the Learning Challenge Partnership which includes Goldsborough, Sicklinghall and Spofforth schools.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- The inspector observed a range of lessons and part lessons in all three classes. The headteacher joined the inspector for the observations in lessons.
- The inspector observed pupils' behaviour around school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. The inspector observed pupils in the playground and during lunchtime.
- The inspector scrutinised pupils' work in their books and in the learning journals of children in the early years. The headteacher joined the inspector for the scrutiny of a sample of English and mathematics books.
- The inspector held meetings with the headteacher and teachers responsible for leading English, mathematics and early years, and the special educational needs coordinator. The inspector met with a group of governors, including the chair of the governing body, and with a representative from the local authority.
- A group of pupils discussed their opinions about the school, their attitudes and their learning with the inspector. The inspector listened to four key stage 1 and key stage 2 pupils read.
- The inspector took account of the 28 responses on Ofsted's online parent survey, Parent View. The inspector held discussions with parents at the end of the school day on day one.
- The inspector observed the school's work and looked at a number of documents, including: minutes from meetings of the governing body; pupils' achievement information; and the school's evaluation of its own performance and development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

## Inspection team

Michael Reeves, Lead inspector

Her Majesty's Inspector

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