

Farnley Tyas Church of England Voluntary Controlled First School

Inspection report

Unique Reference Number	107722
Local authority	Kirklees
Inspection number	377633
Inspection dates	5–6 January 2012
Lead inspector	Alan Lemon

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	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	44
Appropriate authority	The governing body
Chair	Barbara Smith
Headteacher	Alison Black
Date of previous school inspection	20 September 2006
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Introduction

Inspection team

Alan Lemon

Additional inspector

This inspection was carried out with two days' notice. Seven lessons were observed involving two teachers. Meetings were held with a group of pupils, staff and representatives of the governing body. The inspector observed the school's work, and looked at a range of documentation, in particular the school's policies and procedures for safeguarding pupils and its data on pupils' attainment and progress. Twenty four questionnaires completed by parents and carers were scrutinised in addition to those completed by staff and pupils. There were no responses available to the online questionnaire (Parent View) to aid planning the inspection.

Information about the school

Farnley Tyas First School is much smaller than the average-sized primary school, although its roll has increased in recent years. Pupils transfer to middle school at the end of Year 5. The ratio of girls to boys is greater than found in most similar schools. Pupils are all of White British heritage and the proportion known to be eligible for free school meals is well below average. The incidence of pupils arriving or leaving the school other than at the usual time has historically been low but has been increasing recently. The proportion of pupils with a disability or special educational needs is below average.

The school has Investors in Pupils status and the Eco School Silver 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	1
Achievement of children	1
Quality of teaching	1
Behaviour and safety of children	1
Leadership and management	1

Key Findings

- This is an outstanding school. Pupils’ attainment by the end of Year 5 is well above national expectations, which has been the pattern for several years.
- Pupils make excellent progress and by the end of Year 5 their achievement in reading, writing and mathematics is outstanding. Most rapid progress is made in reading and writing and to further improve pupils’ skills in mathematics teachers are rightly addressing a relative weakness by helping them speed up mental calculation and sharpen problem-solving skills. Reading skills and the enjoyment of books are promoted very effectively with the result that pupils are keen and confident readers.
- Pupils have great enthusiasm for learning. They thoroughly enjoy school and their attendance is high. Their spiritual, moral, social and cultural development is outstanding.
- Pupils with a disability or special educational needs make outstanding progress. By the end of Year 5 their attainment is at, or above, the level expected for all pupils of the same age.
- The progress made by children in Reception is outstanding in all areas of learning in the Early Years Foundation Stage, ensuring they make an excellent start to Year 1.
- The quality of teaching is outstanding. Teachers assess thoroughly and they know their pupils extremely well. This ensures lessons are planned very effectively and work closely matches the wide range in pupils’ ages and abilities. The skills of communication, language and literacy are exceptionally well taught. Lessons are taught in a lively manner which engages pupils and creates enjoyment in learning. Pupils’ self-confidence as learners grows significantly over time.
- Pupils’ behaviour is outstanding and they say they feel exceptionally safe. Pupils respond extremely well to the school’s high expectations and show a high regard for each other.
- Leadership and management are outstanding. The headteacher has driven school improvement very effectively and the staff are a cohesive team. The school has very effectively embedded its distinctive ethos and has developed an

outstanding curriculum which promotes key skills exceedingly well and provides a very broad range of valuable and interesting learning opportunities.

What does the school need to do to improve further?

- Embed the teaching and learning strategies for mathematics initiated by leaders and hence further develop pupils' skills in mental calculation and for solving problems.

Main Report

Achievement of pupils

Achievement is outstanding. Across the school the very large majority of pupils sustain very rapid progress. All of the parents and carers responding to the questionnaire agreed, and most strongly agreed, that their children are making good progress. They are accurate in their estimation of this exceptional school, which is substantially adding value to their children's learning and progress. From broadly average starting points most leave at the end of Year 5 with well-above expected attainment in reading, writing and mathematics. All groups of pupils achieve equally well. Similar exceptional outcomes have been maintained for several years. Most pupils make outstanding progress in mathematics, but more consistently so in reading and writing over time. There is a marked improvement in pupils' writing since the previous inspection, reflecting the drive by leaders to raise attainment in literacy over the past few years. To close the slight gap with reading and writing, learning in mathematics is being boosted with a drive, which is underway, to speed up pupils' mental calculation and problem-solving skills.

Pupils thoroughly enjoy school and the learning opportunities it offers. In conversations with them they expressed great enthusiasm for school and fondness for their teachers. Their attendance is high, they arrive to school on time, settle quickly and apply considerable efforts to their work. The extent of their independence in completing tasks is impressive. In one literacy lesson, most of the Years 1 and 2, left to get on with a writing task, concentrated quietly, discussed their work with each other occasionally and completed high-quality outcomes on time. This high level of independence in learning demonstrates the substantial progress made by the school on an issue identified in the previous inspection which has had a positive impact on pupils' achievement. In all lessons observed, pupils stayed engaged, contributed confidently and communicated clearly. Writing and mathematics books show the considerable care taken by pupils in presenting their work neatly and methodically.

Reading skills and the enjoyment of books is promoted very effectively with the result that pupils are keen, confident readers. Most pupils' reading attainment is well above average by the end of Year 2 and above expectation in Year 5. They have a very good understanding of what they read and discuss knowledgeably their wider reading in school and at home. Lower-attaining pupils have much the same interest and confidence in reading as their peers; in Year 2 they use the sounds of letters to read words and, in particular, tackle difficult words effectively. Children in Reception

learn rapidly to link sounds and letters and by Year 1 most are accomplished in reading key words and confident in attempting some unfamiliar ones. Overall, their progress in all areas of learning in the Early Years Foundation Stage is outstanding, providing them with an excellent start to Key Stage 1.

The few pupils who have a disability or special educational needs fare extremely well, surrounded by hard working, highly motivated pupils with whom they get on very well. In addition, these pupils benefit enormously from the regular close attention and systematic support of staff. Pupils set about work with confidence and are keen to learn. Over time, from low starting points and occasionally having to overcome barriers to learning, such as behavioural, emotional and social difficulties, most of these pupils make very substantial progress. One parent commented that the school has been extremely effective in dealing with her child's speech and language difficulties and she has seen significant improvement.

Quality of teaching

The quality of teaching over time is outstanding. This judgement takes account of lessons observed during the inspection, the school's data on pupils' progress and scrutiny of pupils' work. All the parents and carers responding to the questionnaire agree their children are well taught. Teachers assess thoroughly and they know their pupils extremely well. They plan lessons in considerable detail drawing upon an excellent curriculum, which offers a wide variety of opportunities to challenge, interest and engage pupils. This ensures learning opportunities match closely the wide range in pupils' ages and abilities. Every pupil has measurable and challenging targets. The few starting to fall behind and those with a disability or special educational needs receive specific, well-planned support from teachers and their assistants, mostly during lessons. The work set in lessons is challenging and builds systematically on prior learning. For example, higher-attaining pupils in Years 1 and 2 who had some difficulty in halving two-digit numbers were taught a method to do this in their next lesson. As a result, they learnt to do this accurately and were able to move on to learning more about dividing numbers. Expertise in teaching is strong and enhanced by substantial professional development in teaching literacy and more recently in mathematics. The skills of communication, language and literacy are exceptionally well taught giving children in Reception and pupils in Key Stage 1 a very good start. Teachers' sharply focused, challenging questioning, especially in Key Stage 2, promotes outstandingly pupils' speaking and listening skills. Lessons are taught in a lively manner which engages pupils and creates enjoyment in learning. Pupils' self-confidence as learners grows significantly over time. Their willingness and the social skills needed to work together and help each other, which are encouraged in lessons, are very strong features of their spiritual, moral, social and cultural development.

Behaviour and safety of children

The behaviour and safety of pupils are outstanding. Pupils respond extremely well to the school's distinctive ethos, high expectations and clearly articulated values in regard to respecting oneself and each other. Their behaviour in all parts of the school is calm and orderly. They know, and keep to, the rules and enjoy the rewards for being good. In this way they stay safe and keep each other safe. The school's

records show this to be the case over time. Parents and carers are unanimous in stating that behaviour is good and that bullying is dealt with effectively. All of the pupils asked said that any rare incidents of bullying in any form were dealt with very well. The challenging behaviour of a very few pupils is managed highly effectively and these pupils' behaviour improves significantly over time.

Leadership and management

Leadership and management are outstanding. The headteacher drives improvement very effectively, having developed and refined many aspects of the school's work, which have had a very positive impact on achievement over time. The school demonstrates a very strong capacity to improve further. The whole staff are a well-knit team, each providing strong leadership in their areas of responsibility. The impact of their work on pupils' learning, achievement and well-being is thoroughly understood and informs the comprehensive programme of professional development and the school's improvement priorities. Members of the governing body provide highly effective support through their close involvement with the school, by performing clearly defined roles and by rigorous monitoring. As a result, they have a very good knowledge of the school's strengths, weaknesses and priorities. In particular, they review regularly the school's arrangements for safeguarding pupils. This provision is comprehensive and robust. Policies and procedures are kept up-to-date as is the training for all staff. Strong links ensure the school's communications with outside agencies are very effective ensuring pupils whose circumstances may make them vulnerable are closely monitored and very well supported.

The outstanding curriculum is highly effective in contributing to pupils' excellent achievement. As part of a thorough review, the governing body, parents, carers, pupils and other stakeholders had their say in the shape and priorities of the curriculum. The implementation of changes has been strongly supported with new training in approaches to teaching, literacy and numeracy in particular. This has led to a sharper focus on basic skills and themed weeks throughout the year, such as for creative arts, mathematics and science. Here, topics are planned giving pupils very good opportunities to apply their literacy, numeracy, and information and communication technology skills in new and different contexts. The school's outlook has widened through developing links with the community, other schools and increasing the number of visits and visitors contributing to learning. Before- and after-school clubs have been established and are managed well together with many opportunities for sports particularly. Pupils' economic well-being is promoted through enterprise activities linked to selling produce from the school garden.

Leaders and managers promote equality of opportunity and tackle discrimination very robustly. They ensure that the curriculum contributes significantly to meeting the school's wider aims, which are embedded in its distinctive ethos. Pupils' spiritual, moral, social and cultural development is outstanding. Through their work and activities they experience awe and wonder, develop self-confidence and become well-rounded individuals. Within the breadth of the curriculum they learn about differences in people's beliefs and cultures and the importance of having positive regard for others.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



9 January 2012

Dear Pupils

Inspection of Farnley Tyas Church of England Voluntary Controlled First School, Huddersfield, HD4 6TZ

Many thanks for the warm welcome when I visited your school recently. Many thanks also to the groups of pupils I met to hear them read and to discuss their views of school. Your school has earned top marks and is outstanding. Here are some of its excellent features.

- Your progress is outstanding and best in reading and writing.
- Behaviour is outstanding so every pupil feels and stays safe. You have great enthusiasm for learning, enjoy school thoroughly and your attendance is high. As a result, your spiritual, moral, social and cultural development is outstanding.
- Teachers plan lessons of high quality which are lively and enjoyable.
- The headteacher and staff are working closely together and making sure your school continues to improve your education and experiences. The outstanding range of work and activities they offer you have improved enormously and these prepare you exceptionally well for the future.

To match the considerable progress in reading and writing, I have asked the headteacher to press on with improving your mental calculation and problem-solving skills in mathematics. You can help by continuing to work hard on developing these skills further.

I wish you all the very best for the future.

Yours sincerely

Alan Lemon
Lead Inspector

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