



Farnley Tyas Church of England Voluntary Controlled First School

Inspection Report

Unique Reference Number 107722
Local Authority Kirklees
Inspection number 287895
Inspection date 20 September 2006
Reporting inspector Marie Cordey

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

Type of school	Primary	School address	Butts Road
School category	Voluntary controlled		Farnley Tyas, Huddersfield
Age range of pupils	5–10		West Yorkshire HD4 6TZ
Gender of pupils	Mixed	Telephone number	01484 222810
Number on roll (school)	34	Fax number	01484 222810
Appropriate authority	The governing body	Chair	Mrs Thornton
		Headteacher	Mrs A Hughes
Date of previous school inspection	16 September 2002		

Age group 5–10	Inspection date 20 September 2006	Inspection number 287895
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a very small first school in a village near Huddersfield. The majority of the pupils are of White British heritage and there are a small number of minority ethnic heritage pupils. The proportion of pupils who have learning difficulties and/or disabilities is average. The proportion of pupils who are eligible for free school meals is also average. The school has been awarded Investors in People status and is a Healthy Eating school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Farnley Tyas is a good school that provides good value for money. Pupils and their parents' value what the school does. 'It's great here' was a typical comment from the pupils. All pupils make good progress in an atmosphere of care and support for their personal development. Children make a good start when they join the school at four years old because they are well taught and enjoy learning. Although the outdoor play area is small and lacks cover it is thoughtfully designed to encourage creative play. Standards in English and science are above average and standards are well above average in mathematics by the time children move on to middle school at the age of 10. This illustrates how well they have improved from their average starting points. Pupils' work in mathematics shows they have developed very good problem-solving skills and a love of the subject. Writing is not quite as assured as reading throughout the school. Improvement is being sought by placing additional emphasis on speaking and listening skills as a preparation for writing.

Teaching and learning is good. Exciting activities are provided, which increase pupils' enjoyment of learning. However, opportunities for them to learn independently are sometimes missed. Consequently, they do not always take the initiative. The good curriculum enables children with learning difficulties and/or disabilities to make good progress towards their targets. The school has put in place additional learning resources because of increased need and parental requests. Extra activities after school are well attended and looked forward to by pupils. There has been a good improvement in pupils' information and communication technology (ICT) skills since the previous inspection.

Leadership and management are good. The headteacher and all the school staff know the pupils well and actively promote a secure and pleasant environment. The headteacher forges strong links with neighbouring schools and this encourages children to feel part of a bigger world. As a result, children are tolerant and open-minded. Senior staff and governors have a good understanding of the school. Their largely accurate self-evaluation is borne out by the inspection findings, though the school underestimated standards and pupils' achievement which is good because of the good progress they make. Plans to increase pupils' independence in learning and to improve their writing are well founded. The school has shown good improvement since the previous inspection and has good capacity to improve.

What the school should do to improve further

- Increase pupils' independence in learning so that they are more self-reliant.
- Improve standards in writing by encouraging pupils to talk about their ideas and plan their written work together.

Achievement and standards

Grade: 2

When children start school their skills and knowledge are generally what is expected for

four year olds. They make good progress and, by the end of the Reception Year, most exceed the learning goals expected for their age.

Pupils continue to make good progress in Years 1 and 2. Standards by the end of Key Stage 1 are significantly above average overall and are well above average in mathematics. Standards are above average in English with pupils' attainment in reading higher than in writing throughout the school. Standards are also significantly above national averages by the end of Year 5 when pupils leave the school. Standards in mathematics have been consistently above average whereas standards in English have fluctuated but are now above average. Effective analysis of data is helping the school to raise standards. Standards have continued to rise because of the challenging targets for improvement that are set and met each year.

Personal development and well-being

Grade: 2

Pupils make good progress in their personal development and well-being. They behave well and make a good contribution to the school and to the wider community. The Christian values they are taught provide the pupils with spiritual and moral values. They also develop a good understanding of the richness and diversity of world cultures and this is supported through citizenship lessons, charity fundraising and assemblies. Large amounts of money are raised for 'Children in Need', for example. As pupils mature they take responsibility for others through being members of the school council, or helping on the 'Friday table.' Each week different pupils are treated by eating their lunch in a restaurant style atmosphere and waited on accordingly. However, pupils are not as self-reliant as they could be. They do not generally work independently for example. Pupils' attendance is above average and pupils thoroughly enjoy their time in school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers establish orderly routines that pupils follow and they move between activities without fuss. As a result, they get a lot of work done in lessons. Occasionally, teachers talk for too long and the pace of

learning slows. Pupils are well supported, particularly those who find learning difficult. A lively and exciting numeracy lesson in class 1 was a good example of how teachers help to make learning fun by matching activities to pupils' interests and abilities. Questioning is used well to check pupils' understanding. Importantly, in the mixed-age classes, teachers know what pupils at different ages and abilities understand in their work and therefore, plan lessons accordingly.

Curriculum and other activities

Grade: 2

The curriculum is good because it offers a wide range of learning opportunities both in and out of school. Pupils regularly attend craft and sporting clubs after school. Mixed-age classes are well planned to provide appropriate levels of work to ensure that all pupils make good progress. Resources and planning for ICT have improved significantly since the previous inspection. As a result, teaching is more exciting and pupils' computer skills are more assured. There is good provision for pupils who have learning difficulties and/or disabilities and for gifted and talented pupils. Occasionally, limited opportunities for speaking and listening encourage pupils' reliance on the teacher.

Care, guidance and support

Grade: 2

Care, guidance and support are good and contribute well to pupils' personal development. The careful deployment of teaching assistants supports the pupils' learning very well, particularly pupils who find learning difficult. Pupils are well looked-after and cared for. Health and safety and child protection procedures are well established. Good links with parents and a wide range of outside agencies support the good progress of pupils with learning difficulties and/or disabilities and ensure that they are fully safeguarded. Pupils are aware of how they are doing in their work and how to improve it. They are keen to let visitors know how they are doing, 'I'm excited about maths and I get a lot done. I think I'm a good level 5,' said one.

Leadership and management

Grade: 2

Leadership and management are good at all levels and effectively promote achievement. The headteacher and governors are positive about what they want for the school and have a clear focus for raising standards. Leaders are committed to making Farnley Tyas a positive experience for the pupils. This is reflected in the good levels of care provided, which paves the way for children's good personal development. Parents appreciate being involved in their child's education. The school is committed to working well with all parents. Governors are very supportive and involved in the work of the school. They each have responsibility for developments in a particular subject, which helps them to hold the school to account. Staff and governors have an accurate understanding of the work of the school and ensure that it continues to provide good value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school. You were very friendly and looked after me well. The things I found to be good about your school are:

- the good teaching and progress you make
- the way the school is run by your headteacher
- that you are well looked after and well behaved
- the good standards in your work, particularly in numeracy.

To make your school even better, these things will help:

- teachers need to encourage you to work more on your own and find out for yourselves. This would help to make you independent learners
- teachers need to give you more time in lessons to talk about your ideas. This will help to improve your writing.

I hope you help your teachers make these two changes.