

Inspection of a good school: Foston Church of England Voluntary Controlled Primary School

Foston, York, North Yorkshire YO60 7QB

Inspection dates:

15 January 2020

Outcome

Foston Church of England Voluntary Controlled Primary School continues to be a good school.

What is it like to attend this school?

Foston Primary School is a friendly and caring place to learn. Pupils are happy, polite and exceptionally well behaved. They show good personal skills and consideration for others. Pupils say there is no bullying. Personal relationships are particularly strong.

Pupils love their school. They enjoy their lessons and work hard. Teachers make learning fun and interesting. The wide range of abilities and ages within each classroom are well catered for.

Pupils with special educational needs and/or disabilities (SEND) are particularly well supported. They flourish in the small family environment. Both staff and pupils nurture them. Pupils with SEND are happy and making good progress. Planning is always adapted to meet their needs.

Leaders involve the whole community in decision-making. Parents, governors, pupils and staff feel listened to and valued. Staff at the school say that leaders consider their workload.

Parents state that their children are safe and well looked after. All parents say they would recommend the school. One parent stated: 'My children have an enthusiasm for learning and staff know them well. They are enthusiastic about reading and finding out about topics.'

What does the school do well and what does it need to do better?

Leaders want the best for their pupils. They ensure that everyone receives an appropriate curriculum. Less experienced staff receive effective training to help them develop leadership skills. Leaders have created a warm and nurturing ethos, where pupils feel valued and cared for. Pupils thrive in this atmosphere. They love coming to school and working hard.

Leaders have planned an interesting curriculum. It takes account of the different age ranges within each class. Knowledge and skills are planned out carefully across each subject. Subject leaders are knowledgeable about their subjects. In mathematics and history, leaders have carefully chosen the order in which topics are taught.

Leaders ensure that pupils enjoy a varied curriculum. They build many extra opportunities into the timetable. For example, pupils receive half an hour of physical education daily. Work in art and modern foreign languages is not as well developed as in other subjects.

The teaching of reading is high priority. Reading is taught well. Pupils read regularly with adults. The effective teaching of phonics ensures that all pupils meet the expected standard. This is because leaders have high expectations about what pupils need to learn at the end of each year. They regularly check that pupils are on track. Individuals receive extra support to ensure that they catch up quickly. Reading books closely match pupils' reading ability. Adults regularly read to pupils. Story times are fun and engaging. Teachers use them to foster a love of reading. They also help pupils to improve understanding and vocabulary. Leaders involve the whole community in developing reading. For example, parents and governors read stories to classes. Parents receive training on how to support reading at home.

Pupils with SEND receive appropriate support. Expertise is further strengthened by work with specialists. Pupils with education, health and care (EHC) plans receive tailored work. Specialist teaching assistants know how to support individual pupils. Pupils make the progress they are capable of and are happy and settled.

Children in the early years enjoy a range of learning experiences. Careful planning ensures that learning meets the needs of both Nursery and Reception pupils. In mathematics, children learn through play. Adults use effective questioning to extend pupils' learning. For example, outdoors, children were throwing and catching bean bags. Adults counted with them in order to develop early counting skills.

Early years staff work closely with parents. Parents feel listened to. They are confident that their children are being well looked after. Children in the early years make good progress across all areas of the curriculum. They enjoy positive relationships with adults and are happy and eager to learn.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a regular agenda item at staff meetings. All staff receive up-to-date safeguarding training. They know what to do if they have any concerns about a pupil's welfare or well-being. They are also aware of the most recent guidance.

Pupils learn how to keep themselves safe. For example, they talk about how to keep themselves safe when using the internet. Pupils say they feel safe and parents agree.

The relevant checks are carried out on new staff. Leaders have strong systems in place to ensure that all appointments of new staff follow best practice.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although the curriculum is well planned and shows progression over time, art and modern foreign languages are not as well developed or embedded as the other foundation subjects. Leaders need to continue to implement their curriculum development plans in order to improve outcomes in both these subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 16 May 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 121492 |
| Local authority | North Yorkshire |
| Inspection number | 10110813 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 44 |
| Appropriate authority | The governing body |
| Chair of governing body | Mrs Helen Ashdown |
| Headteacher | Mrs Sarah Moore |
| Website | www.foston.n-yorks.sch.uk |
| Date of previous inspection | 1 December 2015 |

Information about this school

- The school is significantly smaller than the average primary school.
- The school has a high proportion of pupils with SEND, particularly with EHC plans.
- The school shares its headteacher, assistant headteacher and governing body with Terrington Primary School.

Information about this inspection

- During the inspection, we visited classrooms to watch pupils learn. We observed pupils throughout the school day. We spoke with pupils about their work and their daily life at school. We looked at the work they do and checked how well they are learning the curriculum.
- We focused on reading, mathematics and history, and considered other national curriculum subjects by speaking with staff and pupils and looking at work samples.
- We met with leaders and staff from the school. We spoke to them about the quality of education provided by the school, the pupils' wider development, pupils' behaviour and staff workload. I met with members of the governing body and a representative of the local authority.

- We scrutinised a range of key documents, including safeguarding records and curriculum planning. I took account of 20 responses to Ofsted’s online parental questionnaire and the 12 responses to both the staff and pupil questionnaires.

Inspection team

Janet Lunn, lead inspector

Ofsted Inspector

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Ofsted Inspector

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