

# St Martin's Church of England Voluntary Aided Primary School

Inspection report

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<b>Unique Reference Number</b>	118034
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	363881
<b>Inspection dates</b>	25–26 May 2011
<b>Reporting inspector</b>	Roger Gill

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Cook
<b>Headteacher</b>	Mr Paul Edwards
<b>Date of previous school inspection</b>	October 2007
<b>School address</b>	Fangfoss York North Yorkshire YO41 5QG
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<b>Email address</b>	fangfossprimary@eastriding.gov.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	25–26 May 2011
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## Introduction

The inspection was carried out by two additional inspectors. Six lessons were observed, amounting to about three hours of teaching in total, taught by five teachers. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at a range of evidence including the school's documents for self-evaluation and safeguarding. They also studied, in depth, standards in reading, the work pupils were doing in their books and the tracking system used to monitor pupils' progress. Inspectors considered the 77 questionnaires completed by parents and carers, as well as those from pupils and staff.

## Information about the school

St Martin's is smaller than the average-sized primary school. A new headteacher took up post in January 2011. The proportion of pupils known to be eligible for free school meals is much lower than the national average. There are well-below average numbers of pupils from minority ethnic heritages, none of whom is learning English as an additional language. A lower-than-average proportion of pupils has special educational needs and/or disabilities but the number of pupils with a statement of special educational needs is average. A very small minority of pupils are looked after children. The school recently received an ECO Award for its work on fostering an understanding of sustainability. The government's floor targets have been exceeded during the past three years. The governing body is responsible for a before- and after-school club, which uses the Early Years Foundation Stage area as a base.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement</b>	<b>2</b>
<b>Teaching</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>2</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

St Martin's is a good school that has improved its provision well since it was last inspected. It remains a popular school with parents and carers who hold very positive views about how well their children are educated. Good teaching conducted in a climate of positive behaviour, supported by effective leadership and management, causes pupils to achieve well. The Early Years Foundation Stage, which had only just been established for the Nursery and Reception age children in 2007, is now a thriving part of the school, offering challenging and exciting opportunities for young children. They progress well, and sometimes very well, making outstanding progress in their personal qualities, which stands them in good stead for the rest of their time in school.

Pupils progress well to reach levels of attainment that are well above average by the end of Year 6. This represents good achievement overall. It is not yet outstanding because occasionally pupils could learn faster in mathematics, higher attainers could be given more challenging tasks and not all pupils are crystal clear about what to do next in their learning. The school is an exciting place in which to learn, partly because behaviour is consistently good and pupils feel safe from bullying or harassment of any kind.

Leaders tackle the right things to help the school do even better. The headteacher knows, rightly, that pupils' progress should be tracked more closely to help iron out the temporary lapses in progress made by some pupils. Spiritual development is a strength of the school because pupils think deeply about values and how to live by them. This influences their social and moral development as well. By contrast, pupils' cultural development is not so advanced owing to the relative lack of opportunities for pupils to learn about cultures, in Britain and abroad, other than their own.

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

- Ensure that progress and achievement for all pupils is always at a good or better level by:
  - improving the use of information from assessments to check pupils' rate of progress and set demanding targets
  - providing all higher-attaining pupils with enough challenge
  - quickening progress in mathematics to ensure that it always matches that in English
  - making sure that all pupils are knowledgeable about how to reach their next level of attainment.
  
- Provide a wider range of opportunities for pupils to learn about cultures in Britain, and abroad, other than their own.

## Main report

Children enter the school, at the beginning of the Early Years Foundation Stage, with levels of attainment that are broadly similar to those expected for their age. By the end of the Reception Year, standards are generally above age-related expectation owing to the good provision that exists. The curriculum appeals to children greatly, mostly because they are involved in suggesting and planning what they do. For example, the current topic of rockets and space grew from children's interests and they revelled in tasks such as building a spacecraft to get back to an astronauts' party. What spurs their progress on, at a fast rate, particularly in personal and creative development, are the top-quality, thought-provoking conversations led by the teacher and nursery nurse. As a result, children are challenged to think deeply about what they are doing, making decisions and working well with their friends.

In Key Stages 1 and 2, good achievement is maintained well, with further spurts in reading. By the age of six, the majority of pupils attain well in reading, for example, in mastering the sounds that letters make and reading stories. Moreover, attainment in reading, by the end of Year 6, is well above expected levels demonstrating successful teaching, particularly in the use of group work during which pupils discuss, in depth, a text with an adult. Older pupils talk positively about what the school has done to help them read fluently and widely. They enjoy borrowing books from the school library and correctly add that the fiction stock, which was in need of upgrading, is being developed well.

Pupils' achievements, in English and mathematics, are reflected in the well-above average levels of attainment they reach by the end of Year 6. In lessons, pupils are keen to learn, persevere with tasks and enjoy talking about their learning, which is often linked well to visits or interesting projects. For example, pupils in Years 1 and 2

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showed great dedication in compiling graphs that displayed information about their trip to a garden centre while older pupils enjoyed their mathematics because they were working out the cost of buying garden furniture with a limited budget. Apart from thriving on learning with a real purpose, relationships are positive, which leads to good and sometimes excellent behaviour. It could be excellent all the time if pupils had more opportunities to show independence and self-control. Different groups of pupils progress at similar rates, except occasionally higher-attaining pupils could complete harder work or be allowed greater scope of finding things out for themselves. There are no noticeable gaps in attainment between different groups of pupils. Thus, pupils with special educational needs and/or disabilities, and the very small groups of pupils from minority ethnic backgrounds or looked after children progress at the same rate as their peers. Pupils who find learning difficult learn well owing to the effective team of teaching assistants.

Everyone agrees, as demonstrated by the questionnaires completed by parents, carers and pupils, that St Martin's is a well-behaved school where pupils are kept safe. Pupils are polite and considerate, exclusions are non-existent and pupils feel free from harassment of any kind. They appreciate the very well-equipped grounds in which they can play purposefully and the caring adults who lead by example in promoting very affirming relationships. Bullying is rare and when it does occur it is dealt with speedily and effectively. Pupils say that only minor niggles associated with playtime or friends falling out concern them – all of which are easily resolved. Those that attend the before- and after-school club feel, justifiably, well looked after in comfortable and safe surroundings.

Teaching is ambitious in the way that it pursues high standards in English and mathematics while still offering a rounded curriculum. Many pupils, for example, state that they appreciate the fascinating topics covered in design and technology because they can use the skills learnt in mathematics to good effect. Also popular are French, art and design, visiting specialists, residential trips and visits to places, such as York Minster.

Teaching is dedicated to getting the best from all pupils even if occasionally work set is a little easy for able pupils. The ebb and flow of lessons is exemplified by teachers checking how pupils are doing and making adjustments to learning when necessary. Marking is helpful especially now that pupils are given clearly identified tips for improvement by way of a 'wish' from their teacher and, on occasions, another pupil. This new system of marking is having a good effect in general but there are still some pupils who do not have a detailed understanding about what they need to do next.

The school has maintained its strengths and improved in several key aspects, such as the use of assessment criteria that helps teachers set new targets for pupils, because there has been a smooth transition in senior leadership and the governing body has been a stable and insightful influence. Good ambition and drive from leadership has already, in a short time, revised procedures for assessment, introduced more opportunities for spiritual reflection and heightened pupils' awareness about matters

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of sustainability. All this demonstrates the school's good capacity for further improvement. Discrimination is not tolerated and all pupils have an equal opportunity for success, notwithstanding some minor interruptions in progress along the way.

Provision for pupils' spiritual, moral, social and cultural development adds an indispensable flavour to school life. Pupils sometimes enjoy the stories told by a Buddhist monk, while at other times a visiting study group helps them to think deeply about Bible stories. Social life in school is enhanced by events such as the well-attended school productions and the choir's trips to the Royal Albert Hall to sing in national gatherings. Cultural dimensions are strong in the artistic sense. For example, a Chinese artist in residence helped pupils respond well to the poems of Philip Larkin and display their own artistic creations at an open-air exhibition in Hull. It is their knowledge of the diversity of British cultures, which by comparison is not developed in a consistent and wide-ranging fashion. Leaders are aware of this relative shortcoming and have good plans to buy resources, make contacts and give pupils first-hand experiences but it is too soon to see any results from these aspirations.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Martin's CofE VA 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 12 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 108 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	56	73	20	26	1	1	0	0
Q2 My child feels safe at school	58	75	19	25	0	0	0	0
Q3 The school helps my child to achieve as well as they can	41	53	32	42	4	5	0	0
Q4 The school meets my child's particular needs	40	52	35	45	2	3	0	0
Q5 The school ensures my child is well looked after	52	68	24	31	0	0	0	0
Q6 Teaching at this school is good	53	69	24	31	0	0	0	0
Q7 There is a good standard of behaviour at this school	49	64	28	36	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	40	52	35	45	0	0	0	0
Q9 The school deals with any cases of bullying well	32	42	27	35	6	8	0	0
Q10 The school helps me to support my child's learning	40	52	31	40	6	8	0	0
Q11 The school responds to my concerns and keeps me well informed	38	49	35	45	3	4	1	1
Q12 The school is well led and managed	49	64	25	32	1	1	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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
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.**



27 May 2011

Dear Pupils

**Inspection of St Martin's Church of England Voluntary Aided Primary School, Fangfoss, YO31 5QG**

My colleague and I thoroughly enjoyed our time inspecting your school. Everyone made us feel very welcome. Your pride in St. Martin's and eagerness to share your thoughts about it impressed us greatly. You go to a good school that has maintained this level of success since it was last inspected in 2007. There have also been some marked improvements such as learning in The Early Years Foundation Stage.

We were pleased to learn that you judge that behaviour in and around school is good and that you feel perfectly safe because adults look after you well and bullying is extremely rare. Inspection findings agree with your opinions. You make good progress and, therefore, achieve well to reach well-above average standards by the end of Year 6. Throughout the school, you learn particularly well in English but by comparison progress in mathematics could sometimes be a little quicker. Occasionally, the rate of progress slows a little in both subjects when higher attaining pupils are not given hard enough work to do. Furthermore, some pupils do not know, in enough detail, how to reach the next level in their work, because the new system of setting step-by-step targets needs more time to be completely successful.

Your headteacher, staff and governors know how to make sure that the school continues to flourish and what needs to be done to set it on course to be outstanding in the future. I want them to tackle issues that slow the rate of progress temporarily. Leaders should also use information from assessments more smartly to check your rates of progress, so that any targets you are set always help you progress well. Your spiritual development is progressing strongly in the way in which you reflect on personal, social, emotional and moral issues. That said, you could be given more opportunities to learn about cultures other than your own in Britain and abroad. Please continue to try hard and enjoy learning about different cultures.

Yours sincerely,

Roger Gill  
Lead Inspector

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