

Kirk Fenton Parochial Church of England Voluntary Controlled Primary School

Main Street, Church Fenton, Tadcaster, North Yorkshire LS24 9RF

Inspection dates 20–21 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Progress in mathematics across Key Stage 2 is not consistently good.
- The teaching of mathematics in Key Stage 2 is not consistently strong enough.
- In Key Stage 2, opportunities for pupils to develop their key skills in other subjects are inconsistent, especially in mathematics.
- Although school leaders regularly check the quality of teaching, they do not focus sufficiently on the impact of teaching on learning outcomes for pupils, particularly in mathematics.

The school has the following strengths

- Pupils make good progress from their starting points when they enter the Early Years Foundation Stage class to when they leave Key Stage 1.
- The quality of teaching is consistently good in the Early Years Foundation Stage and in Years 1 and 2. In these classes, lessons are well planned to ensure that learning activities and resources suit the needs of the pupils.
- Across all key stages, teaching assistants work well with class teachers to provide strong support for all pupils, particularly the less able.
- Pupils are well behaved, feel safe and have positive attitudes to learning in class. They attend school well and are punctual.
- Leaders and governors have robustly tackled some ineffective teaching since the previous inspection.
- Leaders have an accurate view of key areas of the school's performance.

Information about this inspection

- The inspectors visited 14 lessons taught by nine teachers; one was a joint observation with a member of the senior leadership team.
- Inspectors observed and spoke to pupils during lessons and at lunch and break times. They met formally with a group of pupils.
- Meetings were held with senior leaders and managers. A meeting also took place with the Chair of the Governing Body, a foundation governor and a community governor. A meeting took place with a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents, including arrangements for safeguarding, performance management, attendance figures, information about pupils' attainment and progress, and pupils' books.
- The views of 36 parents were analysed through the online questionnaire (Parent View).

Inspection team

Fiona McNally, Lead inspector

Additional Inspector

Derek Pattinson

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs, supported through school action, is well below average. The proportion supported at school action plus, or who have a statement of special educational needs, is lower than average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in English and mathematics.
- The proportion of pupils supported through the pupil premium (additional funding for children in local authority care, those from service families and those known to be eligible for free school meals) is below average.
- The majority of pupils are of White British heritage and there are no pupils who speak English as an additional language.
- There has been some instability in staffing in the past year, which leaders are addressing.

What does the school need to do to improve further?

- Improve teaching in Key Stage 2 to be consistently good or better in order to increase the rate of pupils' progress, particularly in mathematics, by:
 - ensuring work is at the right level of challenge for all pupils, particularly the more-able pupils and those of broadly average ability, in order to increase levels of motivation and enjoyment
 - ensuring marking helps pupils to move forward and that they know what to do to improve
 - increasing the opportunities for pupils to use their mathematical skills in other areas of the curriculum
 - extending opportunities in mathematics to bring learning alive for pupils through problem-solving and by engaging in practical tasks
 - ensuring pupils always understand what they have to learn and always have clear steps to success to help them check on their own progress.
- Further strengthen the effectiveness of school leadership and management by:
 - ensuring the highly effective focus on improving teaching in some parts of the school is further extended to improving the teaching of mathematics in Key Stage 2
 - refining the regular checks made on the quality of teaching to focus more sharply on the progress pupils make in mathematics at Key Stage 2.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement in the school is not yet good overall because pupils' progress in mathematics across Key Stage 2 is not consistently good.
- From their starting point in the Early Years Foundation Stage through to the end of Key Stage 1, pupils make good progress in all the key areas and there is a rising trend of achievement in Key Stage 1. The proportion of pupils in Key Stage 1 meeting the expected level in understanding letters and sounds to help them read unfamiliar words is above average.
- The less-able pupils across the school largely receive a good provision in English and mathematics through the strong use of the teaching assistants and through planning and resources which meet their particular needs. However, the more-able pupils and those of broadly average ability in Key Stage 2 are disadvantaged through teaching which does not match their needs or allow them to reach their potential in mathematics. In lessons, the planning and resources provided in mathematics often lack enough challenge to motivate the pupils and ensure they can reach the higher levels by the end of Year 6.
- Pupils read widely and often in school and receive good advice about the types of books they would enjoy and which would suit their skill level. As a result pupils largely enjoy reading and can talk well about the books they choose.
- Pupils have the opportunity to write for different purposes including creative opportunities to write, such as producing advertising for school events, which they enjoy. However, in mathematics in Key Stage 2, there are limited opportunities for pupils to apply their mathematical skills in other subjects on a regular basis.
- In lessons in the Early Years Foundation Stage and Key Stage 1 there is a positive climate for learning, supported by teaching which builds on previous learning and the opportunity for pupils to regularly reinforce their key skills of reading, writing, communication and mathematics. In Key Stage 2, there is less opportunity for regular reinforcement of these skills, in particular mathematical skills, which means not all pupils are well prepared for the next stage in their mathematical education.
- Pupils with special educational needs achieve similarly to other groups of pupils. The point scores from national tests show that those pupils known to be eligible for free school meals generally achieve as well as other pupils and sometimes better. The gap between their performance and that of other pupils in the school is smaller than nationally.

The quality of teaching

requires improvement

- The quality of teaching is judged to require improvement overall because of the less effective teaching of mathematics in Key Stage 2.
- Teaching in the Early Years Foundation Stage and in Key Stage 1 is consistently good with many strengths seen in lessons and from the pupils' work. Teachers have high expectations of pupils and plan lessons which ensure they are engaged and challenged with resources to match the needs of the individuals.
- Where teaching is good, the work is at the right level for pupils and time is used effectively to ensure pupils work at the right pace, with the opportunity to reinforce previous learning in a meaningful way. In these lessons, the key skills are taught effectively and pupils display strong levels of enjoyment for their learning.
- The quality of relationship between staff and pupils is strong across the school and teachers mostly create a good climate for learning in lessons.
- Equally, where lessons are stronger, teachers plan lessons to link different skill areas to good effect. For example, inspectors saw an English lesson where the content of the lesson was focused on a scientific investigation. Pupils were developing their use of scientific language

whilst investigating which materials were aids and barriers to creating an electricity circuit.

- Where teaching is good, teachers regularly check what the pupils have understood and use this information to reshape the tasks and activities appropriately. Teachers question pupils well, prompting pupils to think for themselves and to offer precise and detailed responses.
- Where teaching is less effective, the main issue is the lack of challenge for the pupils, who say they find work too easy and who are not moving forward in their learning. This is mainly the case in the teaching of mathematics in Key Stage 2 but can also be seen in a small amount of Key Stage 2 English teaching. In these lessons teachers talked for too long, stopping pupils from developing their skills independently, and also gave pupils far too much time to complete relatively simple tasks.
- From the scrutiny of pupils' work from these lessons, it is clear that progress since the start of the year has been too slow and that work does not get more challenging over a period of time. Marking of these pupils' work also shows that feedback does not always help them to make the necessary improvements.
- Whilst steps to success are clear for pupils and children in the Early Years Foundation Stage, in Key Stage 1 and in English across the school, learning intentions and steps to success are not made clear enough in Key Stage 2 mathematics. This means that pupils are less effective at judging their own progress or how to improve in their work in mathematics.

The behaviour and safety of pupils are good

- Pupils mostly have positive attitudes to learning. Where less positive attitudes are occasionally seen and pupils are sometimes not active learners, it is largely due to teaching which does not challenge and motivate them. However, overall, pupils demonstrate a willingness to learn and are excited by the opportunities to do well, even where teaching is weaker.
- Evidence shows that pupils behave well in lessons and around the school, including at playtime, in assemblies, in the dining hall and when they move around the school. Pupils are polite to adults and each other. For example, children from the Early Years Foundation Stage up to Year 6 always offer to open doors for adults and other children and pupils.
- Pupils say they feel safe and on the rare occasion when there is poor behaviour or disruptive behaviour in lessons, pupils say this is dealt with immediately by adults, meaning it does not disrupt their learning or make them feel unsafe. Pupils are able to describe what bullying is and know about the different forms of bullying, such as racist bullying or cyber-bullying. The pupils say bullying is rare because teachers deal with issues of that nature quickly, so that the issues do not persist. Parents largely agree that where bullying occurs it is dealt with effectively by the school.
- Pupils attend well and are always punctual to their lessons, demonstrating that they like school and feel happy there. All parents who took part in the survey to collect their views on the school's provision said their child was happy at the school. Pupils who were spoken to said that they enjoyed school because the adults helped them and were kind to them, which was seen in lesson observation. The management of behaviour, also seen in lessons, is consistent and this was confirmed by the views of parents, staff and pupils.

The leadership and management are good

- The headteacher and other leaders have made some significant improvements to the quality of teaching since the last inspection, the impact of which can be seen most specifically in the Early Years Foundation Stage and in Key Stage 1. Equally, the headteacher has provided a clear steer to support weaker teachers and, as such, has eradicated inadequate teaching from the school.
- Disruption to staffing in the school has had some impact on the overall quality of teaching but leaders and governors have clear plans for stabilising the staffing and recruiting new staff. Leaders know what training is needed to create more consistency in teaching in Key Stage 2.

Staff morale is high and there is a good team spirit.

- Leaders have continued to make improvements in the curriculum provision for pupils in the Early Years Foundation Stage and in Key Stage 1, meaning that children and pupils have lots of opportunities to reinforce the development of key skills and engage in creative activities, which they enjoy. In Key Stage 2, leaders know that the curriculum needs further development as it does not offer pupils enough opportunities to reinforce the development of their skills in mathematics, in particular.
- The school's evaluation of its provision is accurate in how it judges the different aspects of its provision. Judgments made by the school about its provision are not always supported with details of why these judgments have been made. Equally, the school does not consistently show how it intends to make the necessary improvements.
- Leaders check on the quality of teaching and have acted on findings where teaching has been particularly weak. However, there has not been enough focus on checking the impact of teaching on pupils' achievement in mathematics.
- The school works well with parents, who have a positive view of the school. Where parents have voiced concerns, the school has been proactive in making improvements. For example, parents have commented that they would like more information about how well their children are doing and the school has recently created a clear and comprehensive system for telling parents about their children's progress, their targets and what those targets mean.
- The school has a variety of enrichment activities and events which successfully promote the pupils' spiritual, moral, social and cultural development, as seen in lessons and assemblies and evidenced in meetings with pupils.
- The school's robust safeguarding procedures fully meet statutory requirements.
- **The governance of the school:**
 - This is a strength of the school's leadership, with governors challenging as well as supporting the leaders in the school; they know where there is good achievement and rightly identify that mathematics is an area for development. Governors are able to provide a context of how the school has improved since the new headteacher was appointed in 2011, and they confirm the view of parents that there are now stronger links with the community. Governors regularly evaluate their own role and performance and, as such, have made key improvements to ensure they are more visible in school both for pupils and staff, as well as parents. Each class in the school now has a class governor, who is invited to assemblies and who pays particular attention to the work and progress of that class. The governing body manages the school's financial resources effectively. Governors know how pupil premium funding is spent although they are less clear on how this funding is making a specific difference to the pupils supported through this funding. Governors, directed by leaders, are aware of the rigorous performance-management procedures in the school and how the targets for both teachers and support staff are clearly linked with pupils' achievement and the school's key priorities. However, governors need more precise information about the quality of teaching in the school and the particular areas for further development.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121571
Local authority	North Yorkshire
Inspection number	403038

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Georgina Clayton
Headteacher	Celia Curry
Date of previous school inspection	12 May 2011
Telephone number	01937 557228
Fax number	01937 557473
Email address	headteacher@kirkfenton.n-yorks.sch.uk

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