

St Martin's Church of England Voluntary Aided Primary School, Fangfoss

Fangfoss, York, North Yorkshire, YO41 5QG

Inspection dates 12–13 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school benefits from very effective leadership by the headteacher who is ably supported by a very committed governing body. They have worked well together to improve the quality of teaching and to raise pupils' achievement since the previous inspection.
- Pupils manage their own behaviour with maturity. They are polite and courteous and are proud to be members of their school.
- Pupils feel very safe and the school's hard work to keep pupils safe and secure at all times is much appreciated by parents.
- Teaching is consistently good and sometimes better. Teachers have high expectations and plan interesting activities which capture pupils' attention and interests.
- Pupils of all abilities make good progress in their learning with an increasing proportion reaching standards that are above average by the end of Year 6, particularly in reading and writing.
- Provision in early years is good. Children get off to a good start and make good progress so that by the time they leave the Reception Year they are ready for learning in Year 1.
- Governors are effective in supporting the school in its drive for further improvement. They have an accurate knowledge of the school and use this to challenge leaders and hold them to account.
- The curriculum delivers a broad range of learning experiences which are supported by a variety of visits, clubs and activities. This ensures pupils' spiritual, moral, social and cultural development is strong.

It is not yet an outstanding school because

- Achievement in mathematics, although good, is not as good as in reading and writing.
- Teaching does not ensure that all pupils learn their times tables well enough by the end of Year 4.
- Teachers do not always insist that pupils make the improvements they suggest when marking pupils' work.
- The best practice which is evident in the school is not consistently shared among all staff.
- Middle leaders do not yet have the time and the skills to monitor their subjects fully effectively.

Information about this inspection

- The inspector observed lessons and part lessons and observed one lesson jointly with the headteacher.
- The inspector observed pupils at play at break and lunchtimes. He held a meeting with pupils from Year 3 to Year 6 and talked informally with pupils at other times.
- Discussions were held with a range of staff including the leader of early years, the special educational needs coordinator and subject leaders. He also had a telephone conversation with a representative of the local authority.
- The inspector took account of 23 responses to the online questionnaire (Parent View) and 12 questionnaires completed by the staff.
- A wide range of documents was examined, including samples of pupils' work, information about pupils' progress, information about the monitoring of teaching and learning, the school's development plan and view of its own performance. He also looked at the minutes of governing body meetings, records of any poor behaviour, attendance information and safeguarding and child protection documents.

Inspection team

Peter Eeva, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in mixed age classes. Pupils in early years are taught together and there are separate classes for Years 1 and 2, Years 3 and 4 and Years 5 and 6.
- There are very few disadvantaged pupils supported by the pupil premium. The pupil premium is additional funding for pupils who are known to be eligible for free school meals or are cared for by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school meets the government's current floor standards which set out the minimum expectations for pupils' achievement in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Strengthen the role of middle leaders by giving them the time and the skills to monitor what happens in their subjects fully effectively.
- Improve the quality of teaching and so raise pupils' achievement further, especially in mathematics by:
 - making sure that pupils always make the improvements teachers suggest when marking their work
 - ensuring that pupils learn their times tables thoroughly by the end of Year 4
 - sharing the best practice which is evident in the school more consistently among all staff.

Inspection judgements

The leadership and management are good

- The headteacher sets high expectations for the quality of teaching and achievement. Staff, governors and parents share these and they underpin the improvements in teaching and in achievement in recent years.
- Pupils are assessed regularly and their progress is rigorously checked against targets. Staff discuss each pupil's progress and arrange effective support for any who are falling behind. The headteacher and governors make sure that equality of opportunity is developed well and that all have opportunities to achieve their potential. Disadvantaged pupils supported by the pupil premium achieve well because leaders ensure that these additional funds are used to good effect.
- The headteacher and governors have an exact picture of the school's strengths and areas for development as a result of their accurate evaluation of the school's effectiveness. Key priorities for development are identified and effective plans for development are established.
- The leadership of teaching is good. The headteacher regularly checks the quality of teaching in lessons. He reports the outcomes to governors who ask increasingly challenging questions about the quality of teaching. Teachers' performance is well managed and they have well-thought out targets which are linked to the school's priorities. Progress is monitored closely to ensure continual improvement in teaching. However, the best practice which is evident in the school is not yet shared consistently effectively among all staff.
- Staff share the same high expectations as the headteacher and are united in their determination to make the school as good as it can be. The roles of middle leaders, such as those responsible for leading subjects have recently changed. Their skills are not yet fully developed and they are not given the time needed to check that standards in their subjects are of a high standard.
- The new National Curriculum has been adapted creatively so that it enables pupils to study a wide range of topics through themes which link subjects together. Traditional British values are woven through the different topics and teachers make full use of every opportunity to include them in pupils' learning. Recently, pupils spent a day learning about the Scottish Referendum. Assemblies are used well to promote tolerance, trust and respect for others from all walks of life. Consequently, pupils have a very well-developed sense of right and wrong and behave with maturity.
- The quality of physical education has improved because teachers benefit from expert coaching and opportunities to learn from specialists. Pupils have a greater variety of activities and sports such as dodgeball and more opportunities to compete with pupils from other schools as a result of the primary school sport funding.
- The local authority has provided a light-touch support which reflects the confidence it has in the leadership of the school and its capacity for further improvement.
- Safeguarding and child protection arrangements are very effective and meet all current statutory requirements.
- **The governance of the school:**
 - The governing body carries out its duties effectively. Governors are skilled and bring a range of professional expertise to their roles which they use to good effect. Where there are skills that are lacking they actively seek to fill these gaps either by recruitment or by training. They are well informed about all aspects of school life and regularly ask increasingly challenging questions to hold the school to account for its performance.
 - Governors are committed to achieving the highest of standards for the school, especially in teaching and pupil performance. They visit the school regularly and are aware of the school's priorities for improvement. They appraise the headteacher's performance against agreed targets and check that the performance management of staff is conducted properly. They link the effectiveness of teaching and pupil progress to salary progression.
 - They manage the school's finances well. The pupil premium is used prudently and governors can account for how it is spent and the impact it has on the achievement of pupils eligible for support. Governors see to it that sport funding is managed well to enhance the physical well-being of all pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite, courteous and confident. They are more than happy to

talk about their work and they are friendly and welcoming to visitors. Throughout the school they are considerate and show tolerance and respect. They collaborate very well when working together in pairs or small groups.

- Attitudes to learning are very good. Pupils are enthusiastic learners and show a love of learning. They enjoy coming to school, work hard and persevere when work is challenging.
- Pupils play a part in the smooth running of the school. They willingly take on roles of responsibility such as managing the music for assemblies and helping in the school office. Pupils are also being trained as sports leaders. They take these responsibilities seriously and carry out their duties conscientiously.
- The high expectations that adults have for pupils' behaviour are shared by the vast majority of pupils who expect others to behave as well as they do. Most pupils manage their own behaviour well and the school's well-understood behaviour management system does not have to be used often. However, a very small number of pupils rely on adults to ensure they behave well.
- Pupils are proud to be members of their school community which they regard as a big family. When asked what they would like to change most found it hard to think of any significant changes.
- Attendance is above average and pupils come to school on time because they enjoy being in school.

Safety

- The school's work to keep pupils safe and secure is good. The school site is safe and secure. There are good procedures in place to check on visitors to the school.
- Pupils say that they feel very safe and appreciate the work of all the adults to keep them safe. Parents agree that the school is a very safe and secure environment.
- Pupils develop a good understanding of the dangers and risks they may face. They know how to keep themselves safe when using the internet and when near roads. Pupils say that bullying is very uncommon. They have an accurate understanding of the different forms that bullying can take and are confident that if any bullying should occur it would be swiftly dealt with.

The quality of teaching

is good

- Teachers are enthusiastic and their love of learning rubs off on pupils. They possess strong subject knowledge and use the information that they have about pupils to plan imaginative, engaging learning activities. Pupils are responsive, enthusiastic and work with enjoyment to make good progress.
- Teachers have good relations with pupils. The atmosphere of mutual respect ensures calm and orderly classrooms where good learning proceeds without interruption.
- Teachers skilfully question pupils to check their understanding and to assess their progress in lessons. They challenge pupils to think hard and they foster good speaking and listening skills. Adults model good vocabulary and insist on pupils giving full answers to questions.
- The mixed-age classes are managed effectively and younger pupils benefit from being with older pupils who act as good role models. Older pupils also reap benefits because they deepen their own understanding when they explain things to younger pupils.
- Pupils write well because they are given well-planned activities that require them to write for different audiences and purposes. Pupils write at increasing length and with greater accuracy as they move through the school. The mixed Year 5 and Year 6 class are able to select writing they are proud of to be displayed.
- Pupils are given regular opportunities to read in school and are encouraged to read regularly at home. They become proficient readers who talk enthusiastically about their favourite authors and types of books.
- Pupils use their developing mathematical skills throughout the curriculum. In the mixed Year 1 and Year 2 class pupils accurately gathered information about where pupils lived to draw bar charts and pictographs. Where they identified a problem they were encouraged to find their own solution which they managed very well. However, the teaching of pupils' times tables is not coordinated throughout the school, particularly in Years 1 to 4. As a result, pupils' ability to solve problems is sometimes hampered and they make some unnecessary errors when doing calculations.
- Teachers mark pupils work regularly and provide appropriate suggestions for how to improve it or make the next step towards their targets and this is an improvement in recent years. However, pupils throughout Key Stages 1 and 2 do not always make the improvements suggested and, as a result, their work does not improve as quickly as it might.
- Teaching assistants know the pupils and their needs well and are skilled at supporting those pupils who need extra help whether individually or in small groups and both in and out of class.

The achievement of pupils is good

- Children start in the Nursery Year with skills and abilities that are broadly typical for children of their age. Skilful teaching results in good progress so that they achieve outcomes that are often above those expected for their age by the end of the Reception Year and are well-prepared for entry to Year 1.
- Pupils accurately apply their phonic knowledge to their reading and writing. Pupils demonstrate good confidence, knowledge and skills in their reading and this is reflected in the continued improvement in the phonics screening check. In 2014 all pupils reached the required standard.
- There is a rising trend of attainment in reading, writing and mathematics at the end of Year 2. Standards are above average particularly in reading and writing. The percentage of pupils reaching Level 3 is much higher than average in reading, writing and mathematics. The school's assessment information and inspection evidence indicates that this trend of improvement is set to continue.
- The good progress seen in Key Stage 1 continues throughout Key Stage 2, especially in reading and writing. Although progress in mathematics is good overall, it is slower than in reading and writing. Even so, it still shows an improvement in recent years. Current information indicates that pupils currently in Year 6 are on track to reach above average standards in reading, writing and mathematics and are making good progress from their previous starting points.
- Extra support is provided for the very small number of disadvantaged pupils where it is needed. They typically make good progress from their often-low starting points. The group is too small to be able to compare accurately the standards they achieve by the end of Year 6 with other non-disadvantaged pupils in the school or nationally.
- Disabled pupils and those who have special educational needs make good progress in relation to their starting points. This is due to the well-directed help from skilled adults who know their needs well.
- The most able pupils make good progress and some make outstanding progress. In 2014, two pupils attained the high Level 6 in the national mathematics tests. They are challenged well and readily respond to the high expectations that teachers have of them.

The early years provision is good

- The leadership of the early years is very effective. The closely-knit team make sure that children settle quickly and get off to a good start. Children quickly absorb the routines that enable learning to go ahead smoothly and become eager and inquisitive learners.
- Children develop a good understanding of right and wrong. They are keen to please and they behave well. The nurturing approach of all the adults ensures that children are happy and become confident learners. Safety is of a high importance, and there are well thought out systems to ensure that children are safe and secure, particularly at the start and end of the school day.
- Teaching is typically of a high standard. All adults have a detailed knowledge of each child's needs and this allows them to plan stimulating activities that appeal to their imagination and curiosity. Staff respond to children's interests to identify themes and topics and pupils current interest in swimming pools was followed through with pupils writing rules for using the swimming pool.
- Teachers ask good questions and engage children in lengthy conversations and discussions which develop their speaking and listening skills.
- Children start with skills and knowledge that are typical for their age. They make good progress throughout the early years and so by the end of the Reception Year the proportion who reach a good level of development is above average.

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	118034
Local authority	East Riding of Yorkshire
Inspection number	449165

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Claire Fitt
Headteacher	Paul Edwards
Date of previous school inspection	25 May 2011
Telephone number	01759 368446
Fax number	Not applicable
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