

Kirk Fenton Parochial C of E Voluntary Controlled Primary School

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

Inspection dates 8–9 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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 committed and highly effective leadership of the headteacher, well supported by the governing body, provides clear direction. She has brought about many improvements in teaching since the previous inspection and has the full support of her staff. Clear ideas for further improvement have been identified and there is capacity for further improvement.
- Children get off to a good start in the early years. They quickly settle into school routines, become confident learners and make good progress. At the end of their Reception Year, children are well prepared for Year 1.
- Pupils achieve well and most make good progress from their differing starting points. They make particularly good progress in reading and writing.
- Teaching has become consistently good across the school. Teachers use questioning well and give pupils clear advice about how to improve their work.
- Pupils behave well and feel very safe in school. They attend school regularly and are kind and thoughtful towards each other and to adults.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively and is a strength of the school. Christian values thread through all aspects of the pupils' daily lives and this enhances the school's welcoming and harmonious atmosphere.
- The governing body knows the school very well and is active in ensuring that the school continues to improve. The governors provide effective support and challenge for school leaders.

It is not yet an outstanding school because

- Teaching is not typically outstanding. At times, teachers plan tasks that do not have the right amount of challenge for pupils, especially middle-ability pupils, to make the best possible progress.
- The teaching of grammar, spelling and punctuation is variable and not always reflected in pupils' work.
- Occasionally explanations of tasks are not clear and pupils are not always helped quickly enough when they are not sure what to do next.
- Leaders and teachers do not record the progress made by different groups as thoroughly as they should, nor use this information effectively enough to help with planning and teaching.

Information about this inspection

- The inspectors observed teaching and learning in 11 lessons and also made shorter visits to five other lessons and activities. Four observations were carried out jointly with the headteacher. An inspector heard pupils from Years 1 and 6 read. Inspectors observed behaviour in lessons, in assembly and during break times.
- Meetings were held with staff, a group of pupils, six members of the governing body and a representative from the local authority. Inspectors also spoke to parents informally as they delivered their children to school in the morning.
- A range of evidence was looked at, including the school’s information relating to pupils’ attainment and progress; the school’s own records of work scrutiny and lesson observations; performance management documents; documentation on behaviour, safeguarding and attendance; self-evaluation and planning documents; minutes of governing body meetings; the school website; work in pupils’ books and displays of pupils’ work around the school.
- Responses from 52 parents who completed the Parent View Survey on the Ofsted website and 20 responses to the Ofsted questionnaire completed by staff were also considered.

Inspection team

Lindsay Hall, Lead inspector	Additional Inspector
Susan Twaits	Additional Inspector

Full report

Information about this school

- Kirk Fenton Parochial Church of England Controlled Primary School is smaller than the average-sized primary school. Children join the school in the Early Years Foundation Stage and attend in the mornings in the Nursery and full time in their Reception Year. There is one class in each year group from Years 1 to 6 and an early years unit.
- The proportion of disabled pupils and those with special educational needs is well below the national average at just under 5%.
- About a tenth of the pupils are eligible for the pupil premium. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to those children who are looked after. This proportion is below the national average.
- Most pupils are of White British heritage and no pupils are learning English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school is part of the STAR Learning Alliance (Sherburn, Tadcaster and Rural Learning Alliance).
- Since the school's last inspection there have been a number of changes of staff. The early years leader joined the school at the start of this academic year. Teachers in Years 4, 5 and 6 were appointed in September 2013 and the Year 3 job-share teachers started at the school in January 2015, the week of the inspection.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by:
 - making sure that the teaching of spelling, punctuation and grammar is consistent across the school and pupils learn to build and apply their knowledge of these in all their written work
 - ensuring that tasks have the right amount of challenge, especially for middle-ability pupils
 - making sure explanations of tasks are clear and help is quickly available for pupils when they are unsure of what to do next.
- Improve the use of assessment data throughout the school by:
 - making more thorough records of the progress made by different groups
 - using this information more effectively and regularly to help with planning and teaching.

Inspection judgements

The leadership and management are good

- The highly committed headteacher has had a significant impact on driving through improvements, creating a staffing team with high expectations, who are proud to be members of the school and who collectively want to continue to move the school forward. She takes care to make sure that the school is a happy, harmonious place where pupils all have opportunities to do well.
- Since the previous inspection there has been a relentless drive to improve the quality of teaching, ensuring that pupils now make good progress. Leadership teams have been created to support sustainability, following a period of significant staffing turbulence. Leaders have an accurate and realistic view of the school and have focused plans to continue its development. Together with governors, there is a clear vision for the school and a strong capacity for continued improvement.
- Rigorous monitoring of teaching through lesson observations, learning walks and scrutiny of work, involving senior and middle leaders from the school and leaders from the STAR Learning Alliance, has improved the quality of teaching to typically good and provided a clear focus for individual professional development.
- The school manages its funds carefully. The pupil premium fund is used well to target support for disadvantaged pupils and is effective in improving their achievement in both English and mathematics. The school ensures that there is no discrimination and promotes equal opportunities well.
- The school has successfully used the primary sport funding to increase pupil participation in sport by employing a specialist sports coach to work with pupils, increasing the number of after-school clubs and swimming lessons, and getting more pupils involved in inter-school sports events arranged within the STAR Learning Alliance. As a result, pupils are developing healthier lifestyles.
- Pupils find the curriculum topics very exciting; they promote the pupils' love of learning well and prepare them for life in modern Britain. Pupils enjoy a range of visits and activities which broaden their experiences and their understanding of the world, such as the residential stay at East Barnby, visits to the Yorvik Centre, different places of worship, the pantomime and walks in the woods for forest school learning.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. It is fully established in the school's values, beliefs and subjects taught, so that respect, tolerance and other British values are promoted well.
- The school works well with a range of schools in the local cluster which have formed the STAR Learning Alliance. This has brought many benefits to the school, including developing and trialling a new approach to assessment following the removal of National Curriculum levels, inter-school moderation of reading, writing, mathematics and science, staff training and shared practice opportunities.
- Assessment information on pupils' progress is gathered every half term, but leaders and teachers do not always record and analyse the progress made by different groups as thoroughly as they should, nor use this information effectively enough to help with planning.
- Safeguarding procedures are thorough and the school keeps pupils safe. Staff and governors receive up-to-date training that helps them ensure the school's effectiveness in this area.
- The local authority has provided a light-touch support to the school, because it has confidence in the headteacher and other leaders to carry on making improvements.
- **The governance of the school:**
 - The school governors bring a wide range of relevant skills to the school. They have effective structures in place for undertaking their statutory responsibilities. Governors receive detailed reports from the headteacher about pupil achievement and the quality of teaching and have a good understanding of data about the school performance and how it is compared to other schools. Governors have an accurate view of the effectiveness of the school and are ambitious for what can be achieved. They continually challenge leaders and hold them to account.
 - Governors visit the school regularly to observe pupils' learning and to check on the impact of leaders' actions to improve the school. They are linked to specific classes and look at pupils' books and talk to teachers. They also support the school by attending school events, parent consultation evenings and helping on school visits.
 - Governors set the headteacher targets for improvement and monitor the arrangements to check on the performance of all the teachers. They are fully aware of the importance and responsibility of tackling underperformance. Pay awards for teachers are linked to improved performance.
 - Governors check the school finances monthly, including the use of the pupil premium and primary sport

funding. They also check to make sure that safeguarding arrangements meet requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Throughout the school this contributes considerably to the quality of learning.
- The school is a calm, friendly and orderly place in which to learn. Pupils conduct themselves well in lessons and around school. They listen attentively to the teachers and respond immediately to instructions from adults. Pupils are keen to learn and volunteer answers to questions enthusiastically. Pupils' work is well presented and they told inspectors they like school. They wear their uniform with pride and are proud to be part of the school.
- The school ensures that pupils have a good understanding about different forms of bullying, including cyber bullying and unacceptable behaviour, and the use of derogatory language.
- Pupils insist there is very little bullying and pupils manage their own behaviour well, around school and in the playground, reflecting the strong provision for spiritual, moral, social and cultural development. There is a family atmosphere to the school and older pupils willingly support younger pupils in their play and on the newly installed trim-trail.
- Relationships are good between staff and pupils and between pupils. There is a caring, respectful ethos supported by daily assemblies and the work on Christian values. Pupils' good manners and effort are rewarded and celebrated in the weekly celebration assembly and each child is made to feel special.
- Low-level disruption is very uncommon. However, a few pupils can lose concentration when they do not understand what to do next in lessons and help is not given soon enough.

Safety

- The school's work to keep pupils safe and secure is good. The site is secure and visitors are vetted. All areas where pupils are working or playing are supervised well by adults.
- Pupils know how to keep themselves and others safe, including when online and when using the roads. Pupils say they feel safe because they can talk to staff and know that if a problem occurs, adults will quickly sort it out if needed.
- Parents who responded to the online questionnaire, Parent View, strongly agree that their children are safe and well looked after in the school and are very positive about the quality of teaching and pupils' behaviour.
- The school promotes good attendance and any absences are quickly followed up. Pupil attendance is above average and pupils are punctual to school and lessons begin on time.

The quality of teaching is good

- Observations of learning and evidence in pupils' books show that the quality of teaching has improved since the previous inspection and is typically good across all subjects, including English and mathematics. This results in most pupils making good progress in their knowledge and understanding. Pupils' progress is supported well by appropriate homework, including daily reading at home.
- Teachers have high expectations of their pupils and manage behaviour effectively. The newly planned cross-curricular topics incorporate all the requirements of the new National Curriculum. Teachers know their pupils well and plan work at the right level that engages and inspires them to work hard. Pupils have an enthusiasm for learning, but very occasionally tasks are not challenging enough, especially for the middle-ability pupils, so that they 'mark' time and do not make as much progress as they could.
- Phonics (the sounds that letters make) are taught systematically and pupils use this knowledge to read unfamiliar words. Reading is a strength of the school and pupils enjoy reading. There are well-planned sessions and the acquisition of reading skills has a high priority. Pupils are encouraged to read at every opportunity, both in groups and individually, and have access to a range of high quality books that interest them and capture their imagination.
- Neat handwriting with correct letter formation is taught from an early age, supporting the good presentation of work.
- Teachers and teaching assistants use questioning well to probe pupils' knowledge and check on their understanding and progress, also promoting the use of language. However, explanations of tasks are not

always sufficiently clear and pupils can be confused about what to do next.

- The teachers mark and assess the pupils' work carefully and make helpful comments which are acted upon.
- Pupils enjoy mathematics because teaching is good. There has been a focus on pupils learning instant recall of basic mathematic facts and having a secure understanding of mathematical concepts, such as place value. Activities are interesting and challenging and pupils are given opportunities to solve real-life problems.
- Teachers have good subject knowledge and when teaching English and mathematics they use the correct technical vocabulary. However, occasionally the standard of grammar, spelling and punctuation is variable as teachers do not always insist that pupils build on and apply their skills of spelling and the correct use of grammar and punctuation in their written work.

The achievement of pupils

is good

- Pupils' achievement is good. By the end of Key Stage 2, attainment is above average in reading and writing and in line with national averages in mathematics. This represents good progress from broadly typical starting points.
- At the end of Key Stage 1 in 2014, pupils achieved more highly than others nationally in reading, writing and mathematics. The proportion reaching the higher Level 3 was significantly above average in reading and writing and above average in mathematics. Results of the Year 1 phonics screening check were in line with national expectations in 2013, but dipped in 2014 and were below national expectations. The school has recently introduced a more systematic approach to the teaching of phonics which is increasing pupil confidence and accuracy in spelling.
- The most-able pupils make good progress across Key Stage 2, especially in reading and writing, with a higher proportion than national reaching the higher Level 5. However, the use of spelling, grammar and punctuation is not reflected in pupils' work in all year groups and across subjects and there are missed opportunities for pupils to apply and build on this knowledge.
- The teaching of mathematics is now good. However, the historically slow progress and weaker teaching in this subject meant that at the end of Year 6 in 2014, the percentage reaching the higher levels was still below that seen nationally. Current assessment information indicates that a higher proportion is on track to reach the higher Levels 5 and 6 by the end of this academic year.
- There is a positive culture of reading throughout the school and the school is successful at developing pupils' reading skills. There is good communication with parents about pupils' reading development through reading journals. Attainment in reading is above average at the end of both Key Stages 1 and 2.
- The caring approach of the school ensures that disabled pupils and those with special educational needs receive tailored support and make good progress from their individual starting points. Teaching assistants are often very skilful in supporting the learning of pupils. The school plans to develop their expertise further, so that specific schemes in mathematics and reading support and speed up the progress that pupils make and help them to become increasingly independent in their learning. There are not enough pupils in this group in the school to make reliable comparisons with national data.
- There are too few disadvantaged pupils in school who are eligible for support through additional funding to make accurate comparisons between their achievement and that of other pupils in school, or with other pupils nationally.

The early years provision

is good

- The overall quality of the provision is good. Most children join the early years with levels of skill and understanding typical for their age. They settle quickly and get off to a good start in school because staff provide a stimulating environment in which they feel safe and secure. Children listen well to instructions and independence is encouraged.
- Phonics are taught well, linked to accurate letter formation, and children develop confidence and concentration as they begin to explore letters and sounds. Rigorous tracking of the children's progress indicates that most make good progress from their starting points, particularly in personal development, mathematics and literacy and are well prepared for Year 1.
- Staff try to capture every learning opportunity. Activities both inside and outside are purposeful and mostly offer a good level of challenge. There is a strong focus on language development through dialogue and questioning and an inspector observed three children talking confidently to an adult about some

musical instruments they had made. There is a good balance between teacher-led activities and activities children choose for themselves.

- Adults interact well with children and good role-modelling and encouragement help build positive relationships. Children are eager to engage in activities and cooperate well in work and play.
- The children's 'learning journey' profiles are used effectively to promote good communication between home and school. As a result, parents are involved fully in their children's learning.
- There is knowledgeable, forward-thinking leadership of the early years unit and staff work well as a team and are committed and focused on improvements. Links with the onsite Jigsaws pre-school setting are particularly strong and planning and moderation are shared to ensure smooth transition into the nursery. The early years team has a shared, accurate understanding of current strengths and areas for development to drive forward improvements well.
- Disabled pupils and those with special educational needs are given additional support to enable them to catch up with other children.
- Safeguarding has a high priority and all procedures are implemented.

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	453566

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	220
Appropriate authority	The governing body
Chair	Simon Peacock
Headteacher	Celia Curry
Date of previous school inspection	20 March 2013
Telephone number	01937 557228
Fax number	Not applicable
Email address	headteacher@kirkfenton.n-yorks.sch.uk

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