

Inspection of a good school: St Martin's Church of England Voluntary Aided Primary School, Fangfoss

Fangfoss, York, North Yorkshire YO41 5QG

Inspection dates:

4 July 2023

Outcome

St Martin's Church of England Voluntary Aided Primary School, Fangfoss continues to be a good school.

What is it like to attend this school?

Leaders have created an inclusive environment for pupils. The school values of compassion, trust, responsibility and creativity are reflected in the actions of pupils and staff. Relationships between adults and pupils are respectful. Pupils are welcoming to visitors. They express themselves confidently in conversations with adults.

Pupils behave well, and bullying is rare. Pupils understand the difference between bullying and other unkind behaviours. When bullying does happen, adults take appropriate steps to resolve it. At social times, older pupils act as play leaders and support younger pupils to participate in activities. Adults listen to and act on any concerns that pupils might have. This helps pupils to feel safe in school.

Leaders enrich the curriculum with a range of extra-curricular visits and external speakers. Leaders plan these activities as part of subject curriculums. For example, pupils visit local places of worship to provide them with first-hand experiences as part of the religious education curriculum. Pupils appreciate opportunities such as these and residential visits. Some pupils make use of the variety of clubs available. For example, pupils in the gardening club grow their own vegetables, which are then turned into dishes in the school kitchen.

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

Subject leaders have revised the curriculum in several subjects, including mathematics and science. They are ambitious about what they want pupils to know from the curriculum. Pupils achieve well in external assessments and are well prepared for their next steps in education. Subject leaders understand how their subject builds from the early years to key stage 1. Leaders have the same high aspirations for all pupils, including

pupils with special educational needs and/or disabilities (SEND). Leaders recognise that there is more work to do to fully embed the curriculum in subjects where they have made recent changes. Despite this, what pupils know from the curriculum has improved since these newer improvements were introduced.

In lessons, most pupils are attentive. Teachers explain new information clearly. They check what pupils know before moving on to new content. Teachers use this information to inform their preparation for future lessons. This ensures that new learning builds on what pupils already know. Teachers adapt their lessons effectively to support pupils within mixed-age classes. Leaders know that in some subjects, such as mathematics, this can be further refined to benefit pupils and to reduce staff workload.

The needs of pupils with SEND are well understood by leaders. Teachers and parents are included when planning support for pupils with SEND. Teachers understand how to meet the needs of these pupils and do so effectively.

Leaders have established a consistent approach to the teaching of phonics. Teachers have had training in how to deliver the school's phonics scheme. Pupils use their phonic knowledge to sound out and read unfamiliar words. Leaders encourage pupils to read widely for pleasure. Pupils read books that match the sounds they know, both in school and at home, to improve their fluency and accuracy. Teachers read daily to their class. This enhances pupils' enjoyment of reading. The texts chosen by leaders highlight social and cultural issues or make links to what pupils are studying in their lessons.

Children in the early years are well supported. Adults working with children are clear about how activities link with the intended curriculum. Communication and language are at the centre of the curriculum. Adults model and promote the correct use of vocabulary. They develop children's vocabulary through high-quality questioning. Children respond positively to adults' questions by, for example, using the correct mathematical language when learning about shapes. Children sustain their concentration when completing activities. Adults support them effectively to learn to take turns and work collaboratively. Children are well prepared for their transition to key stage 1.

Leaders have sought to maintain as varied an enrichment offer as possible for pupils. Pupils take part in a wide range of extra-curricular visits. Subject leaders seek opportunities to include enrichment within the curriculum. For example, pupils take part in a science, technology, engineering and mathematics week to showcase these subjects. Pupils in leadership roles, such as eco-warriors and student council members, are proud of their roles in the school.

Many members of the governing body are new to their roles. They work effectively with leaders and share their vision for the school. Governors understand the school's strengths and ongoing areas for development. In some aspects of the school's improvement, leaders and governors have not identified the milestones by which they will measure their success. This sometimes limits governors' ability to provide greater support and scrutiny.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are knowledgeable about pupils at the school. Safeguarding leaders are well trained. They provide effective support and training for other adults. Leaders understand the potential risks that pupils may face. They make adaptations to the curriculum to reflect this. For example, pupils have a sound understanding of road safety. Leaders prioritised this content because of the busy road near the school.

Staff know how to recognise the possible signs of harm to a pupil. Staff understand how to report a concern about a pupil's welfare and do this promptly. Leaders keep thorough records of their actions to safeguard pupils. Leaders make appropriate pre-employment checks on adults.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some aspects of their school improvement work, leaders have not identified the short- and long-term success criteria that they will use to measure the impact of their actions. This limits the ability of leaders, including new governors, to hold themselves to account or to identify when a strategy is not successful. Leaders should ensure that they clearly define how they will check whether a new initiative is having the impact they intend.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2014.

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 information from Ofsted Parent View

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.

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

Unique reference number	118034
Local authority	East Riding of Yorkshire
Inspection number	10290044
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair of governing body	Ruth Bloor
Headteacher	Juliet Robinson
Website	www.stmartinsfangfoss.co.uk
Date of previous inspection	26 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a voluntary aided school.
- The headteacher has started in their role since the previous inspection.
- The school does not use any alternative providers.
- The proportion of pupils with SEND is slightly above the national average.
- The proportion of pupils eligible for support through the pupil premium funding is below the national average.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with members of the governing body.

- During the inspection, inspectors met with the headteacher. They also met with other senior and middle leaders, including those responsible for safeguarding, personal development and behaviour.
- Inspectors carried out deep dives in these subjects: reading, mathematics and science. For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Members of the inspection team looked at a range of documentation regarding the support pupils with SEND receive. Inspectors looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors met with the designated lead for safeguarding. They checked records of actions taken by leaders to keep pupils safe. Inspectors scrutinised the single central record of recruitment checks.
- A wide range of pupils and staff talked with inspectors, formally and informally, about the safeguarding culture in school over the course of the inspection.
- Inspectors scrutinised a range of documentation, including minutes from governing board meetings, as well as the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. Inspectors observed the behaviour of pupils at social times.
- The views of pupils and staff who responded to Ofsted's surveys were considered.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.

Inspection team

Thomas Wraith, lead inspector

His Majesty's Inspector

Stu Mills

Ofsted Inspector

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