

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

Inspection report

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<b>Unique Reference Number</b>	118034
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	312788
<b>Inspection date</b>	4 October 2007
<b>Reporting inspector</b>	Kathryn Dodd

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

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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 on roll</b>	
School	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Cook
<b>Headteacher</b>	Mr Ian Mackenzie
<b>Date of previous school inspection</b>	1 June 2003
<b>School address</b>	Fangfoss York North Yorkshire YO41 5QG
<b>Telephone number</b>	01759 368446
<b>Fax number</b>	01759 368446

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, the quality of teaching and learning, and leadership and management. Evidence was gathered from the school's self-evaluation, national published assessment data, the school's own records of pupils' progress over time, observations of lessons, and the school's plans for further improvement. Discussions with staff, pupils and governors were held, and the parents' questionnaires were looked at. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

All the pupils at this small school are from White British family backgrounds. The proportion of pupils entitled to free school meals is below average, as is the proportion with learning difficulties and/or disabilities. In September 2006, a new Foundation Stage Unit was established by amalgamating the nearby pre-school with the school's Reception class. The school holds the Healthy Schools accreditation.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with an accurate view of its own effectiveness. It offers a good quality of education for its pupils and provides good value for money. The strong sense of belonging to the St Martin's family underpins school life. In this very friendly, warm and caring setting, pupils achieve well and their personal development is good. The school has a good reputation within the locality, and the number of pupils attending has risen considerably over recent years. It is no surprise therefore, that so many parents express their satisfaction with their children's education and are pleased that their children really enjoy school and are eager to learn.

As a result of good teaching and learning, pupils, including those with learning difficulties and/or disabilities, achieve well and reach standards that are significantly well above average by Year 6 in English, mathematics and science. The quality of work on display in art and design is also of a high standard. Although high standards represent good progress, overall, from children's starting points in the Foundation Stage (Nursery and Reception age children), the rate at which pupils make progress across the school is uneven. Pupils make particularly rapid gains in their learning in Years 5 and 6. This is because lessons continually challenge pupils to achieve more, particularly the more capable pupils. Also, clear explanations, good quality marking and pupils' good understanding of how well they are doing and what they need to learn next, all contribute significantly to their progress. These good practices however, are not yet always adopted consistently in all classes. Consequently, the more capable pupils could sometimes achieve more than they do. Nevertheless, good organisation, interesting and purposeful activities that enthuse pupils, along with positive relationships between teachers and pupils, are strong features of most lessons.

Making sure that pupils enjoy learning has high priority in the curriculum. This is seen through a wonderful range of exciting activities on offer, special events, trips and visitors. Furthermore, links between different subjects are carefully planned and this helps to bring learning alive. This is one of the reasons why pupils talk with such enthusiasm about school life. They thoroughly enjoy coming to school, behave well and grow in self-confidence and maturity. They know how to keep safe and how to live healthy lifestyles. Pupils' good personal development, along with good academic progress, is why they are well placed to do well at secondary school and to become responsible young adults of the future.

Recent developments, such as the integration of the pre-school, provision of before and after school clubs, along with consistently high standards attained by Year 6, all contribute to the school's increasing popularity within the locality. These successes are the result of the shared vision and strong commitment to improving the school of the headteacher and governors. Their good leadership and management have ensured good improvement since the previous inspection. The leadership and management roles and responsibilities of staff, however, are underdeveloped, and the management structure does not fully reflect the changing circumstances and needs of this growing school. As a result, the arrangements for checking how well the pupils and the school are performing are not yet a fully shared responsibility. Nevertheless, this is a school that accurately pinpoints its strengths, recognises that it is capable of achieving even more, and has a good capacity to do so.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The overall effectiveness of the Foundation Stage is good. When children start school, their skills, although variable from year to year because of small numbers, are broadly typical for their age. Children make good progress and, by the time they start Year 1, the majority achieve the expectation for this age. The teacher and nursery nurse work together very effectively. They record and check children's progress and achievements carefully, in order to provide a wonderful range of lively and stimulating activities that are matched closely to the learning needs of each and every child. This, along with the priority given to children's personal, social and emotional development, and the warm and caring relationships with adults, ensures that children settle quickly into school and develop a love of learning. The Foundation Stage leader makes a strong contribution to improving provision, for example, the provision for nursery age children since the integration of the pre-school. Although practice is still developing, initiatives so far are already paying dividends. Children's understanding of school routines and expectations of how to behave, for example, are established very early on, thus preparing children well for learning in their Reception Year and beyond.

### **What the school should do to improve further**

- Extend the leadership and management roles of staff, so that checking the school's performance becomes a shared responsibility.
- Make sure that lessons consistently challenge the more capable pupils to do better.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Annex A**

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



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**Annex B**

## **Text from letter to pupils explaining the findings of the inspection**

5 October 2007

Dear Pupils

Inspection of St Martin's Church of England Voluntary Aided Primary School, Fangfoss, East Riding of Yorkshire, YO41 5QG

Thank you so much for the very warm welcome you gave me when I visited your school. I thoroughly enjoyed being part of your 'St Martin's family'. You answered all my questions very thoughtfully. I particularly enjoyed seeing you singing so joyfully in assembly and looking at the very high standard of your work in art and design displayed all around the school. You are very fortunate because you have lots of chances to take part in so many exciting activities. It is good to hear that you know so much about different cultures around the world because of the special events you take part in, such as the Slavery and Abolition project. It is easy to see why you enjoy coming to school so much, why you were so keen to tell me about it and why so many of your parents are pleased and proud of your achievements. Your behaviour was good and it was pleasing to hear that you feel safe in school because there is always someone on hand to help if you need it.

All the adults care a great deal about you. They help you to do well, to grow in confidence and make sure that you are well prepared for going to secondary school. Year 6 national tests results, for example, are much better than in most other schools. I have asked your school to make sure that the work they give you is never too easy for you, and always gives you the chance to show what you are really capable of. Your headteacher and governors work hard to make sure that your school continues to get even better. It is now a bigger school, and I think the school can keep an even closer check on where you are learning well and whether you might be able to do even better.

You can help your school become even better by making sure that you tell your teacher if your work is too easy. You should check all the time what you still have to do to reach your targets and, of course, continue to try your very best in everything that you do.

I wish you all the very best for the future.

Yours sincerely

Kathryn Dodd

Lead inspector