

# Kirk Fenton Parochial Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	121571
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	314041
<b>Inspection dates</b>	25–26 June 2008
<b>Reporting inspector</b>	Lynne Davies

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 controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	172
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr G Richardson
<b>Headteacher</b>	Mrs Donnally
<b>Date of previous school inspection</b>	14 February 2005
<b>School address</b>	Main Street Church Fenton Tadcaster North Yorkshire LS24 9RF
<b>Telephone number</b>	01937 557228
<b>Fax number</b>	01937 557228

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small primary that serves the village of Church Fenton and the surrounding district. Many pupils travel by bus to school. The area is broadly average in its social and economic circumstances. Most pupils are from a White British background and very few have English as an additional language. The proportion of pupils entitled to free school meals is lower than average, as is the percentage of those who have learning difficulties and/or disabilities. A significant number of pupils join the school after the normal age of entry. The school has a Basic Skills Quality Mark. The headteacher took up her appointment in January 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Kirk Fenton is a good school. Parents and pupils say, 'the school is friendly and a great part of the community'. The strong community spirit is reflected in pupils' participation in village projects such as researching the history of Church Fenton and in the school's close links with the local church.

Foundation Stage children make good progress and are working securely within expected levels at the end of this Key Stage. Standards at the end of Year 2 are in line with national averages, representing satisfactory progress from Year 1 to the end of Year 2. Standards at the end of Year 6 are above average in English and mathematics, and well above average in science, representing good progress in Key Stage 2. The introduction of rigorous assessment systems and a more practical curriculum are helping to improve the quality of teaching and learning, which is good overall. The good curriculum is innovative and responsive to pupils' needs. Extra-curricular activities and educational visits, including residential visits in Years 5 and 6, enrich pupils' experiences and provide additional opportunities to acquire new skills.

Personal development is good. Although the majority of parents express great confidence in the school, a small minority have concerns about behaviour. Behaviour has improved since the time of the last inspection and is now good. A minority of pupils find it difficult to behave well all of the time. The school manages the behaviour of these pupils well and there is little disruption to lessons. Some parents feel that home/school communication could be improved. The school is seeking to do this and parents now receive half-termly letters from class teachers explaining what the pupils are studying.

Pupils receive good pastoral care and guidance and as a result, they develop into sensible, confident young people with a strong sense of responsibility. They show respect for each other and for the staff. Older pupils take pride in helping around school and enjoy being involved in decision making. Their views are taken seriously; for example, pupils took part in the recent interview process for the new headteacher. Academic guidance is improving but the quality and consistency of marking and setting pupils targets for improvement is inconsistent, especially at Key Stage 1. This has an impact on their learning and their achievement as pupils do not understand what they need to do to improve their work. Attendance is good reflecting pupils' enjoyment of school.

Leadership and management, including governance, are good. The new headteacher leads a strong team, united in their aim to sustain improvement and do the best for all pupils. All issues raised at the time of the last inspection have been addressed. These improvements and the strength of leadership give the school a good capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

Children's skills on entry to Nursery are in line with those typical for their age overall, but are below in communication and mathematical skills, and in their knowledge and understanding of the world. Home visits by staff before children start school, formal and informal meetings for parents and open days help children settle quickly into the nursery and make good progress. They make good progress in their communication skills as a result of well planned opportunities for developing speaking and listening. Children make good progress overall and meet national expectations at the end of the Foundation Stage. As a result of staff absence, children in

Reception class have had an unsettled year. Nonetheless, teaching and learning is satisfactory. A large well-equipped outdoor area, shared by both classes, provides a classroom outside which contributes significantly to the children's learning. This area is well used and enjoyed. Parents appreciate the 'exciting setting'. They say their children get 'a great start to school life'.

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

- Improve achievement and raise standards by the end of Year 2.
- Improve the consistency and quality of information for pupils on how to improve their work, especially in Key Stage 1.

## **Achievement and standards**

### **Grade: 2**

From broadly average starting points, pupils' make good progress through the school. Standards are above the national average by the end of Year 6. Results, year-on-year, vary because year group sizes are very small and often have a high proportion of pupils with learning difficulties and/or disabilities. Results in science were well above the national average in the 2007 end of Key Stage 2 tests. Standards at the end of Key Stage 1 are broadly in line with national averages and achievement is satisfactory. This is because there are inconsistencies in the quality of teaching and learning. Pupils with additional needs receive good support and, as a result, they make good progress towards their individual targets. Pupils' information and communication technology (ICT) skills are good and enhance their learning in other subjects.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils say they enjoy school because they have 'nice, kind teachers' and find their lessons interesting and fun. During 'culture week' each class study another country and/or religion. Their vibrant displays show their enjoyment and understanding of different cultures. The school has a caring ethos, which has a positive influence on pupils. Most pupils behave well in class and around school. They recognise they are at school to learn, listen attentively to teachers and try hard to achieve the targets they are set. They have few concerns about bullying and have confidence in staff to deal effectively with any inappropriate behaviour. Pupils feel safe in school and well informed about dangers they may face. They know how drugs, alcohol and tobacco may endanger their well-being and know rules for safe use of the Internet. They appreciate the need for a healthy diet and regular exercise. The school council reports back to classmates on their meetings but not all pupils are aware of how they can bring matters to the attention of councillors. Pupils are well prepared for future economic well-being, they have good basic skills and use computers very confidently. Their recent success in a local debating competition is a testament to their excellent communication skills. Pupils feel, 'angry and sad' when their school suffers vandalism and have communicated sensibly with their Parish Council in looking for solutions.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good overall. Teachers work seamlessly with highly effective support staff to meet the needs of individuals and groups of pupils. Most teachers make learning interesting and challenging. In most lessons clear learning objectives give pupils a good understanding of what they need to learn. Pupils generally learn well because they work hard to meet these objectives. At times, these are not reinforced often enough in lessons and learning becomes satisfactory. On occasions, opportunities to involve pupils in their learning are missed, leading to satisfactory progress in Key Stage 1. Pupils take pride in their work. This is seen in the high quality of display around the school. Work is generally well matched to the needs of different groups in each class.

### Curriculum and other activities

#### Grade: 2

An innovative curriculum contributes to the strong personal development of pupils and prepares them well for the next stage of their education. By placing a strong emphasis on the development of skills, the school provides good access to learning for pupils of all abilities, including those with learning difficulties and/or disabilities and more able pupils. Staff continuously work to personalise the curriculum by linking subjects together and teaching pupils how to use the skills learned in one subject in others. For example, pupils in Year 4/5 put their history, ICT and literacy skills to good use creating newspaper reports on the battle of Marathon. Teachers plan together and this ensures the programmes of work are cohesive, providing a natural progression of knowledge and understanding. Personal, social, and citizenship education is given a high profile throughout the school significantly adding to pupils' good personal development. Music and the arts in general feature prominently throughout the curriculum and pupils perform to a range of audiences with skill and confidence. Pupils from Reception to Year 6 have swimming lessons in the summer term in the onsite, outdoor swimming pool. This contributes to their physical well-being and safety.

### Care, guidance and support

#### Grade: 2

Staff have good relationships with pupils and know them well. They pay close attention to pupils' welfare. Safeguarding procedures, including child protection, meet requirements. A watch is kept on those who may be vulnerable and pupils know that if they have a problem there is always someone there to listen and help.

Procedures for managing pupils' behaviour are clear and effective. This ensures that at all times the school is calm and orderly. Pupils with learning difficulties and/or disabilities have well constructed individual education plans, which are reviewed regularly. As a result, all pupils make good progress and are able to participate fully in activities. The school places a strong emphasis on pupils' well-being and provides them with extensive guidance on how to lead a healthy lifestyle. Pupils' progress is assessed regularly and tracking systems provide an accurate picture of the gains they are making. Pupils are regularly set targets for improvement but the way this is done varies between teachers. Similarly, the quality of marking is variable. Consequently, some pupils receive clearer guidance on how to improve their work than others.

The school works closely with the local community and transition arrangements to high school are good.

## **Leadership and management**

### **Grade: 2**

The headteacher has gained the trust and support of the school community and inspired confidence in the staff. Staff work very well together, they are all moving in the same direction for the benefit of the pupils. In this small school all teaching staff have leadership roles and they are united in their determination to keep improving. The senior leadership team have improved assessment systems so that they are able to track pupils' progress rigorously and are beginning to use this information effectively. The school's evaluation of its effectiveness is cautious in the areas of teaching and learning, and achievement and standards. Evaluation procedures are in the early stages of development. Governance is good. Governors are well informed, supportive and challenging. The impact of good leadership can be seen in the improvements in behaviour, the effective curriculum and improvements in monitoring pupils' progress. Leaders know what the school needs to do to improve and they have the capacity to make further improvements.

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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	2
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	2
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	3
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**

Inspection of Kirk Fenton Parochial Church of England Voluntary Controlled Primary School,  
Tadcaster, LS24 9RF

It was a great pleasure for me and my colleague to inspect Kirk Fenton Primary School. I very much enjoyed meeting you and seeing the progress you are making. I particularly enjoyed your enthusiastic sport's day. I hope you all recovered your voices after all that cheering!

I think Kirk Fenton is a good school. You are well cared for and develop good personal qualities. Children in Nursery and Reception get off to a good start. Achievement is good. You are taught well and your teachers have worked very hard to make the things you learn relevant and interesting.

I saw good behaviour, although some pupils do not always behave as well as they can. When this happens, your teachers manage the situations well so that the rest of you can get on with your learning. You told us that there are clear rules and you all know what will happen if behaviour is not good enough.

Part of an inspector's job is to help schools improve further. I have asked your school to improve the standards of work in Key Stage 1 and give you good information on how you can improve your work.

I wish you all the best for the future and hope you continue to enjoy the rest of the term and your time at Kirk Fenton.