

Fairburn Community Primary School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 121390 |
| Local Authority | North Yorkshire |
| Inspection number | 339929 |
| Inspection date | 15 October 2009 |
| Reporting inspector | Carol Worthington |

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

| | |
|--------------------------------------------|---------------------------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 34 |
| Appropriate authority | The governing body |
| Chair | Mr Alan Lewis |
| Headteacher | Miss Emma Brown |
| Date of previous school inspection | 7 July 2007 |
| School address | Great North Road Fairburn Knottingley WF11 9JY |
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Introduction

This inspection was carried out by one additional inspector. The inspector visited four lessons, and held meetings with the chair of governors, staff, a group of pupils and individual parents and carers. The inspector observed the school's work, and looked at the school development plan, assessment and progress tracking records, a selection of school policies and the 15 questionnaires completed by parents and carers.

- how effectively teachers use assessment and tracking of progress to make sure all pupils, including the most able, are effectively challenged to achieve as well as they are capable
- how successful the school is in providing a broad and balanced 'personalised curriculum' for all pupils in its mixed-age classes
- how well the school promotes community cohesion and prepares its pupils for life in multicultural Britain
- whether the inspector could confirm strengths in personal development identified by the school.

Information about the school

Fairburn Community Primary School is a very small school in a rural setting. All pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is similar to that in most schools, as is the proportion eligible for free school meals. The 34 pupils on roll are organised into two classes: Class 1, comprising Reception, Year 1 and Year 2 pupils; and Class 2 with pupils from Years 3, 4, 5 and 6. The school has gained the Healthy Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Fairburn Community Primary is a good school. Despite the very wide age and ability range in its two small classes, all pupils achieve well in the core subjects of English, mathematics and science, and in many key aspects of their personal development.

During their Reception Year, children make good progress. Although they are taught in the same class as Key Stage 1 pupils, they have their own separate time for independent learning through play and exploration. Often they make full use of practical equipment outside the classroom, for example when learning about road safety. Pupils make good progress in Key Stage 1. The transition from Reception is smooth, because children and those pupils in Years 1 and 2 are taught in the same class. This arrangement also has the benefit of enabling children who develop more slowly to catch up, and those who are more able to be fully challenged by working with older ones. There is good emphasis on developing spoken English through discussion in every lesson.

Pupils also make good progress in Key Stage 2, where teachers plan curricular themes on an effective four-year rolling programme and group pupils by ability. They make sure that pupils make step-by-step progress in subject knowledge and understanding. The reasons for pupils' good progress lie in teachers' very accurate assessments, which they then use to set appropriate tasks which meet the specific needs of individual pupils. These tasks reflect teachers' high expectations of pupils of all abilities. The curriculum meets the needs of all pupils well and the themes studied reflect the rural setting of the school and pupils' own interests.

Pupils' behaviour is good in lessons and around the school. A few parents and carers did not think this to be the case but, in fact, there are only one or two pupils whose behaviour sometimes lapses. All indications are that this is well controlled and does not disrupt learning. As older children themselves put it, 'We have our differences, but we get over them.' Older pupils in particular, show a remarkable degree of responsibility in the way in which they work independently, concentrate well and show pride in their achievements. The school makes sure that all pupils have equal opportunities to succeed. Pupils' spiritual, moral, social and cultural development is good, but pupils have limited understanding of multicultural aspects of life in modern Britain. This is partly caused by the school's promotion of community cohesion being too locally focused, rather than embracing wider United Kingdom and international communities.

The school has made exceptionally good improvement since its previous inspection, particularly in pupils' behaviour, in the quality of their learning and in accelerating the academic progress they make. Keys have been the outstanding leadership of the

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headteacher in raising the aspirations of pupils and staff alike, and rigorous and accurate self-evaluation. Class teachers now undertake subject leadership and full responsibility for whole-school assessment procedures. These procedures enable the effective tracking of progress to take place throughout the school, an essential tool to maintain good progress.

Governance is now good having been judged inadequate at the time of the previous inspection. The school's partnership with parents and carers is good. In the questionnaires returned and in discussion with some parents and carers it is clear that most view the school very positively. These strengths indicate that the school has an excellent capacity to sustain improvement.

What does the school need to do to improve further?

- Develop the school's work in promoting community cohesion by broadening its activities beyond the local community.

Outcomes for individuals and groups of pupils

2

The number of pupils in Year 6 is very small, for example in 2008 there were two, in 2009 and currently there are four. Standards reached by the end of Year 6 are average but within that there is a range depending on the capability of individual children. All, however, achieve well from their starting points. This is also true of pupils in Year 2 and in Reception. Pupils enjoy their learning and do well because of the variety of activities planned by their teachers, which closely match their needs. In the Reception/Key Stage 1 class, for example, all children were well motivated and made good progress when learning about two-dimensional and three-dimensional shapes. After an initial guessing game learning was reinforced in different ways. Reception children drew shapes in the playground; most Year 1 children worked on simple shapes using the computers; a few others worked with Year 2 on building more complex three-dimensional shapes and learning their names. All made good progress and thoroughly enjoyed their learning.

The impact of the school's high quality of care, guidance and support is seen in pupils' growing confidence, good attitudes to learning, and behaviour. A number of parents or carers wrote or spoke to the inspector, praising the quality of the care for their children. Their transition between Reception, Key Stage 1 and Key Stage 2 is seamless.

Pupils' knowledge of how to live a healthy lifestyle is very good. They are very knowledgeable about healthy foods. They grow vegetables in the school garden and eat them for lunch. They are very active in the playground because of the wide variety of games equipment on offer, and enjoy sport. School lunches are very popular, healthy and expertly cooked on the premises. All pupils contribute to the school community by being members of the school council. They make decisions about playtime activities and often their views are taken into account for curricular themes, for instance their interest shown in the Centenary of Charles Darwin. Older Key Stage 2 pupils, in particular, produced some imaginative work on the possible further evolution of certain creatures, and a thoughtful comparison between the theory of evolution and creation stories by

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Year 6 pupils showed an emerging sense of spirituality.

These are the grades for pupils' outcomes

| | |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The quality of teaching is good throughout the school and, as a result, pupils make good progress. This is because of the effective match between teachers' good expertise and their thorough knowledge of pupils. Teachers' informal, daily assessments and those done more formally at regular intervals are of high quality. They underpin the tracking system which is used to identify pupils' progress. This information is subsequently well employed to trigger support for any pupils perceived to be underachieving and to extend the learning of high flyers. Teachers plan meticulously to address the individual needs of all pupils in a mixed-age class. The well-trained teaching assistants are also essential to the success of teaching the mixed-age classes. They ably lead small groups of pupils. For example, in a Key Stage 2 mathematics lesson, Year 4 and 5 pupils drew and interpreted line graphs, both by hand and using a computer, while another group of pupils with special educational needs and/or disabilities were given outstanding support and guidance. The curriculum is good and well matched to pupils' needs. Pupils' literacy,

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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numeracy, and information and communication technology skills develop well and this prepares them effectively for the next stage of their education. Great care is taken to make sure that the curriculum not only matches the needs of the full ability range, but also reflects the rural setting of the school and the interests of children. For example, pupils were taken on a visit to the local nature reserve and picked blackberries which they used to make a crumble for their pudding at lunchtime.

These are the grades for the quality of provision

| | |
|----------------------------------------------------------------------------------------------------------------|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 1 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Leadership and management are outstanding. The driving force behind the rapid improvement since the previous inspection is the very high quality of leadership provided by the headteacher. In this she is closely supported by the chair of governors, who has reorganised and revitalised the governing body, which was judged inadequate at the previous inspection. Governors now challenge the school effectively in all areas of its provision, are meticulous in safeguarding procedures and effective in managing finance to give good value for money.

The school has very effective partnerships, for example with parents and carers, local schools, children's centres and providers of extended school activities. These enable it to provide a richer curriculum, particularly in sport. It has very good partnerships with agencies to support its outstanding provision for vulnerable pupils. School leaders provide a wealth of information and an 'open door' for parents and carers to discuss any aspects of their children's progress. Such partnerships and the rigorous attention paid to ensuring that all pupils do as well as they can and have full access to the school's provision demonstrate that leaders and managers are successful in promoting equality of opportunity. The school's promotion of community cohesion is no better than satisfactory because of limited opportunities for pupils to learn about and link up with communities in different parts of the United Kingdom and abroad.

These are the grades for leadership and management

| | |
|-----------------------------------------------------------------------------------------------------|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |

| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 1 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children enter Reception with a wide variety of skills. These skills are assessed soon after arrival to give a baseline for progress, which is subsequently assessed regularly. Children make good progress in their acquisition of social and early academic skills. They make good progress in oracy in particular, because they are in a class with older children and are taught with them for most lesson introductions, when class discussions take place. They spend part of the day in their own small group, learning through play and exploration, often outside with the well-qualified teaching assistant. They enjoy their school day and achieve well. The class themes are modified to meet the curriculum requirements of both the Foundation Stage and Key Stage 1 by the experienced teacher's meticulous planning. The children's 'learning journey' is recorded through their Early Years Foundation Stage Profiles, often using photographs to show attainment. Most children reach the expected goals by the end of Reception, but for those who do not it is relatively easy for them to catch up in Year 1, because here, as in the rest of the school, teachers plan by ability, not age. Leadership and management are good. Induction is very good, with a small ceremony to mark the entry to school life. Very good attention is paid to children's welfare by all adults.

These are the grades for the Early Years Foundation Stage

| | |
|------------------------------------------------------------------------------------|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

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Views of parents and carers

A number of parents and carers came to see the inspector to tell of their satisfaction with the school and their children's progress. Most parents and carers were positive in their comments on questionnaires and letters, but a few felt that behaviour could be improved and others that they could be better informed about their children's progress. The inspector's view is that behaviour in the school is generally good. Although occasionally one or two pupils cause disruption, this is dealt with promptly and appropriately and does not disrupt learning. The school provides similar opportunities to most schools for parents and carers to discuss their children's progress. It also has an 'open door' policy, available for any parents and carers to discuss progress or any other concerns about their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fairburn Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 15 completed questionnaires by the end of the on-site inspection. In total, there are 34 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 7 | 50 | 6 | 43 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 7 | 50 | 6 | 43 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 4 | 29 | 5 | 36 | 2 | 14 | 1 | 7 |
| My child is making enough progress at this school | 4 | 29 | 6 | 43 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 6 | 43 | 6 | 43 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 7 | 50 | 4 | 29 | 1 | 7 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 7 | 50 | 6 | 43 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 3 | 21 | 8 | 57 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 6 | 43 | 6 | 43 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 5 | 36 | 5 | 36 | 3 | 21 | 0 | 0 |
| The school takes account of my suggestions and concerns | 8 | 57 | 5 | 36 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 8 | 57 | 5 | 36 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 10 | 71 | 3 | 21 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---------------------------------------------------------|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 October 2009

Dear Pupils

Inspection of Fairburn Community Primary School, Knottingley, WF11 9JY

Thank you for being so friendly, well mannered and helpful when I visited your school recently. I very much enjoyed the time I spent with you, seeing you enjoying your lessons and play, and working so hard. I think you will agree with me that your school is good and your teachers work hard to make sure that you all do well and are ready for secondary school by the end of Year 6.

Here are some of the things I found to be good in your school.

- You make good progress because of the way your teachers assess your work and plan your lessons with you all in mind.
- You are keen to learn and do well. Your behaviour is good; you know you sometimes have your differences, but responsibly overcome them.
- You make good choices to keep healthy. I am sure your excellent school meals have something to do with this.
- All the adults in your school make sure you are well looked after.
- Your headteacher does an excellent job and your school has improved a lot since its last inspection.

All the adults in your school want it to be even better, so I have asked them to help you to learn more about, and link up with, communities further afield from your school. You can help your school to carry on being good by making sure you continue to work hard and behave well.

I wish you every success in the future.

Yours faithfully

Mrs Carol Worthington

Lead Inspector

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