

Fairburn Community Primary School

Inspection report

Unique Reference Number	121390
Local Authority	North Yorkshire
Inspection number	292100
Inspection date	17 July 2007
Reporting inspector	Rosemary Rodger

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	4–11
Gender of pupils	Mixed
Number on roll	22
School	
Appropriate authority	The governing body
Chair	Mrs Wendy Daniel
Headteacher	Miss Emma Brown
Date of previous school inspection	14 January 2003
School address	Great North Road Fairburn Knottingley West Yorkshire WF11 9JY
Telephone number	01977 672158
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a very small school situated in the centre of a small village. The area is average in terms of its social and economic profile. A below average proportion of pupils is eligible for free school meals. All pupils are of White British heritage. The school has achieved a Football Active award. There have been five headteachers over the past two years, as well as an extensive turnover of staff in Key Stage 2. The current headteacher has been in post for two terms.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Fairburn Primary School is satisfactory in its effectiveness. It is recovering well from a period of considerable staffing turbulence which was having a detrimental impact on behaviour and standards in Key Stage 2 until two terms ago. This is no longer the case. The school is now making good progress as a result of the stability provided by the new headteacher. She has helped to improve pupils' attitudes, and is recovering the confidence of the community in the school. Leadership is warmly praised by parents who say, 'We now have clear leadership and sense of direction, drive and energy.' Pupils' personal development and well-being are satisfactory. Pupils have a sound understanding of keeping healthy and improvements to their behaviour are significant. Standards are average. Achievement is satisfactory overall, rather than good, because limited progress in Key Stage 1 has impacted upon the rate of pupils' progress in Key Stage 2. The most able pupils are not achieving as well as they should be, based on their standards at the beginning of Year 1. Pupils in Years 5 and 6 have made considerable progress recently. The quality of teaching is satisfactory with good features in Key Stage 2. Effective relationships, respect for pupils and enjoyable and exciting activities contribute well to pupils' enjoyment. For example, the animation project in Key Stage 2 provided a good opportunity for pupils to collaborate and take responsibility. The curriculum is satisfactory with recent visits and visitors providing good enrichment activities, along with the arrangements to share after-school clubs with a neighbouring school. Plans to achieve greater continuity between key stages and year groups are ready to be put in place for next term.

The care, guidance and support provided for pupils are satisfactory. There are appropriately trained staff with responsibility for child protection and first aid. Arrangements to support pupils with learning difficulties and/or disabilities are improving as a result of the recent and ongoing training for teaching assistants. Assessment systems are inconsistent and do not show the pupils' rate of progress as they move through the school. Children get off to a good start in the Foundation Stage. The very small number of pupils means they receive a lot of individual support that contributes well to their good progress.

Leadership and management are satisfactory with some good features, notably the strategic vision of the headteacher which has contributed to rapid improvements made to the school in recent months. Improvements since the last inspection have however been too slow overall. Governors do not meet their statutory responsibility to appraise the headteacher's work. The support provided by the local authority to tackle serious behaviour issues has been effective and well illustrated by the considerable improvements to the attitudes and behaviour of those pupils concerned. Formal and informal monitoring by the headteacher, with the support of the local authority, has successfully identified the main priorities for development, notably to tackle behaviour issues and improve standards in Key Stage 2. Management responsibilities are not sufficiently shared amongst the staff. Improvements since the last inspection are satisfactory based on the impact of recent actions. The school has a satisfactory capacity to improve.

What the school should do to improve further

- Provide challenge for more able pupils throughout the school, but especially in Key Stage 1.
- Implement a whole-school assessment scheme which shows the rate of progress made by pupils term by term.
- Ensure that governors fulfil all their statutory responsibilities

- Share leadership responsibilities more equitably across the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are at the national average and achievement is satisfactory. Children start school with skills typical of their age in all areas of learning. They make good progress in the Foundation Stage because they frequently work with older pupils in the same class. By the time they start Year 1 they are achieving above the national expectations in all areas of learning. Progress slows in Key Stage 1, resulting in some underachievement for the most able pupils, that is reflected in the national tests taken recently, particularly in science. Pupils are making satisfactory progress now and are on track to reach standards in line with the national average in English, mathematics and science by the time they leave school. The gaps in pupils' knowledge throughout Key Stage 2 have affected standards and progress, but recent improvements to teaching are now having a positive impact. Pupils with learning difficulties and/or disabilities have not always had the support they needed to make satisfactory progress; this is being tackled by the school with some urgency and reflected in the improved achievement of the very small number of pupils with learning difficulties and/or disabilities.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are satisfactory. Pupils really appreciate the responsibilities they are now given and the good level of respect shown by their teachers. Healthy lifestyles are satisfactorily fostered because pupils have physical education lessons and understand well the need to eat healthily. Behaviour is satisfactory and improving because of the incentives provided for them, including the chance to earn a little free time at the end of the week. Pupils are confident and enjoy the activities provided for them. They report that all bullying has stopped, and they all get on with each other at playtimes because there are plenty of games and the zoning of the playground means they can play safely. Pupils' confidence extends to their preparation for the next stage of their education, so they look forward to this. They are beginning to understand the contribution they can make to the wider community through events such as the summer fair and other fundraising activities for worthwhile causes. Attendance levels are good. Pupils are well prepared for the next stage in their lives through visits to their feeder secondary school.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Pupils' work shows a reasonable coverage of subject matter and an adequate quantity of work, especially in Key Stage 2. However, there is much incomplete work that has led to satisfactory rather than good progress. There is some good teaching in Key Stage 2 that excites pupils and gives them confidence and responsibility. Explanations and expectations are clear with deadlines set to complete work. Teachers have high expectations regarding behaviour and share these with pupils to help them concentrate

on what they are learning. At times, pupils are not expected to be involved or contribute and so some of them get bored, for example during assembly. Marking has improved recently; it makes clear to pupils what they need to do to improve their work. The school has arranged training for teaching assistants so that they can be better involved with the pupils they are supporting.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Literacy, numeracy and information and communication technology (ICT) are given a high priority. Recent adjustments made to planning ensure there are clear differences in the work provided for older and younger pupils in each class. An artist working in school provided good enrichment activities, along with the additional after-school activities. However, the take up of these by pupils is low and a gymnastics club did not run because there were no pupils wishing to take part. The school is in the process of reviewing the curriculum in order to establish stronger links between subjects and to provide more opportunities for pupils to apply basic skills.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. The quality of care and support provided for pupils in school has improved in recent months. The work with parents and external agencies to support pupils with learning difficulties and/or disabilities is good, and the school is effective in ensuring that appropriate support is available for those pupils. Arrangements to safeguard pupils meet requirements. Academic guidance is satisfactory, but there is currently no whole-school approach to assessing and tracking pupils' progress. Systems to identify those needing additional support are developing, and recent training has improved the school's capacity to provide such support.

Leadership and management

Grade: 3

Leadership and management are satisfactory with good features. Actions taken by the recently appointed headteacher have led to improvements in behaviour in Key Stage 2 and raised standards. Leadership is not yet fully involving all staff in school in the discharge of their roles and responsibilities. Some governors are beginning to take a more active role in supporting the headteacher but not all, which limits the effectiveness of the governing body. In particular, it has failed to meet its statutory requirement to appraise the headteacher's work. Meetings are held twice each term but actions to provide support have tended to be at the instigation of a few very committed governors rather than as a matter of course or resulting from governors' discussions at those meetings. One governor has helpfully taken over the management of a building issue which was absorbing an undue amount of the headteacher's time. The school's self-evaluation is not formalised, but is effective in the impact of actions taken to steer the school back on course. The headteacher is rightly implanting a more formal approach to self-evaluation into the school's normal procedures, involving consultation with staff, governors, parents and pupils. A similar picture is emerging regarding the monitoring and evaluation of teaching and learning. The local authority has given the headteacher the necessary support to begin this process, resulting in appraisal arrangements being put in place for all staff. The

school has only a small number of pupils and is spacious and well resourced. There is good provision for ICT particularly, but the outdoor play area for the youngest pupils is barely adequate and due for necessary upgrading in the near future.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
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

Text from letter to pupils explaining the findings of the inspection

Thank you for all your help when I visited your school recently. The inspection confirmed that the school is satisfactory. It was a great help to me that those of you in Year 6 could tell me how much your school has improved in recent months. I agree that you are well respected and your behaviour is much better. Your confidence and maturity shone through my discussions with you. You clearly enjoyed the animation project you were working so hard to complete when I visited your class. I hope you had a good day pond-dipping and found the work you prepared in school useful.

Your school still has work to do to make it an even better place where more parents will want to send their children. You now have a permanent headteacher who is making your learning exciting as well as expecting you to work hard and do well in the national tests. Some of you find work occasionally too easy, so we have asked your teachers to make sure that you are challenged more. The arrangements to keep records of your progress are not tight enough to ensure that all of you are provided with the work you really need. Your teaching assistants too have been asked to help with this. You told me how hard your headteacher works, and I think it would be really helpful if some of the other management tasks were shared out amongst the other staff and that governors make sure they are doing everything they should for the school.

Thanks again to you all and good luck for the coming year. I know you will be doing some very exciting things. I hope more of you will attend the after-school clubs.