

Filby Primary School

Inspection report

Unique Reference Number	120806
Local Authority	Norfolk
Inspection number	358848
Inspection dates	28–29 March 2011
Reporting inspector	Cheryl Thompson

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 of pupils on the school roll	87
Appropriate authority	The governing body
Chair	Anthony Elms
Headteacher	Debra Flowerdew
Date of previous school inspection	29 November 2007
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Introduction

This inspection was carried out by two additional inspectors. Nine lessons were observed involving four teachers. Job share arrangements meant that three more teachers were not in school on the days of the inspection. The work of teaching assistants supporting small groups of pupils and individuals was also observed. Inspectors held meetings with parents and carers, staff, members of the governing body and groups of pupils. The inspectors observed the school's work and looked at school self-evaluation documents, data on pupils' progress, external monitoring reports and development planning. A wide range of documents relating to safeguarding procedures was scrutinised. Responses to the inspection questionnaire from 43 parents and carers were analysed as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How is the school ensuring children in the Reception class make good progress in developing early literacy and numeracy skills?
- Do the leaders and managers of the school have a clear understanding of pupils' attainment and the progress they are making?
- Are pupils of all abilities making good progress?

Information about the school

This is a smaller than average school serving Filby and other nearby villages. There are four classes. The Early Years Foundation Stage children are taught in the Reception class, the other classes have mixed age groups. The proportion of pupils with special educational needs and/or disabilities is below average. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average.

Since the last inspection in November 2007, there has been a complete change of teaching staff and a new headteacher. The school has changed from a first school to a primary school. The first group of pupils to complete their primary education at Filby was in 2010. The school has attained the National Healthy Schools status.

The childcare provision on the school site which is run independently was inspected separately.

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?

3

The school's capacity for sustained improvement

3

Main findings

Filby Primary provides a satisfactory education for its pupils. Its effectiveness is improving and it has considerable strengths in its provision for pupils' personal development.

Pupils' attainment is broadly average and they make satisfactory progress. In response to good teaching in Years 5 and 6, progress is improving so that nearly half the pupils make good progress. Pupils who have special educational needs and/or disabilities make similar progress to their peers.

Pupils say they enjoy school, like their teachers and the range of school clubs, especially sailing and fencing. Older pupils have well-developed social skills and good manners. They enjoy taking on a wide range of responsibilities around the school.

Behaviour is satisfactory. Pupils have a good understanding of right and wrong and what constitutes 'good' behaviour. However, when teachers do not set high enough expectations, pupils test the boundaries and often take time to settle to work. In contrast, in Years 5 and 6, where relationships are excellent and pupils managed exceptionally well, behaviour in lessons is excellent.

Strong links with local schools and sports partnerships have a positive impact on teachers' professional development as well as wider opportunities for pupils to enjoy opportunities such as a range of sports and residential visits.

Children in the Early Years Foundation Stage have a good start to school and make good progress, especially in developing early literacy and numeracy skills.

Teaching is satisfactory. Teachers' expertise in precise assessment is developing well. However, they are not routinely using assessment information to plan work to challenge pupils.

The capacity for sustained improvement is satisfactory. The headteacher and a few members of the governing body have a satisfactory understanding of the strengths and weaknesses in the school's provision. Monitoring is undertaken but is not rigorous and regular enough to 'unpick' the details of, for example, how teachers' lesson planning can be developed to help them focus on deploying their teaching assistants to have more impact on pupils' progress.

Links with parents and carers are good. For example, parents and carers have good opportunities to gain an insight into how literacy and numeracy skills are taught so that they can help their child at home.

Good systems identify vulnerable groups or individuals. Pupils are known very well so any unhappiness or uncharacteristic behaviour is noted quickly and something done. Pupils are confident that they are safe at school and have a good understanding of how to keep themselves safe, fit and healthy.

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About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve teaching to a consistently good level in order to increase pupils' progress and raise attainment further by:
 - making more precise use of assessment to plan lessons which are closely matched to pupils' abilities, especially the more able
 - teachers setting higher expectations for pupils' behaviour
 - making effective use of teaching assistants throughout lessons
 - monitoring the quality of lessons rigorously and regularly with a clear focus on pupils' progress.
- Improve the clarity of the school's understanding of its strengths and areas to improve by:
 - increasing the rigour and regularity of monitoring of lessons and pupils' learning
 - all members of the governing body increasing their awareness of what goes on in school and what needs to be done to improve
 - all members of the governing body supporting the headteacher in school improvement matters and holding her to account for the progress made.

Outcomes for individuals and groups of pupils**3**

As there are relatively small numbers in each year group, attainment on entry to Reception can vary considerably from year to year but, over time, it is generally around that expected for children's ages. Attainment of the school's first Year 6 cohort in 2010 was broadly average. Current Year 6 attainment is a little above average, reflecting pupils' satisfactory progress from their starting points.

Pupils' progress and achievement are satisfactory as they move from Reception to Year 6. School data indicate that the rate of progress is improving, particularly where teaching is good for Years 5 and 6. Pupils with special educational needs and/or disabilities also make satisfactory progress. More able pupils make satisfactory progress, though occasionally, when tasks lack challenge they do not extend their learning.

Pupils enjoy learning. During the inspection, in a good lesson for Year 5 and 6, pupils demonstrated excellent levels of concentration when reading through the poem 'The Listeners' to identify the effects of imagery in setting the mood and atmosphere. They demonstrated high levels of self-confidence in explaining their reasons for identifying specific text. Pupils in Years 1 and 2 listened attentively and enjoyed a poem. Most could identify where alliteration was used in the poem and more able pupils could suggest further similar sounding words. When set the task of writing their own list of words which had similar sounds, most took a good deal of time to settle to the task. Consequently, they did not complete enough work.

Pupils' personal qualities develop well as they move through the school. They say they like school. As one of the younger pupils said, 'The whole school is a like a big friend.' Older

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pupils have very well-developed social skills and a mature respect for the opinions of others. They take pride in cultivating their school garden and enjoy taking part in Filby in Bloom competitions. All pupils are keen to contribute to school council meetings and know that their ideas are respected and acted upon. Older pupils take responsibility as house captains and vice-captains, as well as organising fundraising activities for several national charities. They empathise with children of their own age in areas where there have been recent earthquakes and can discuss at length the need for more affluent countries to send aid to those less fortunate. They have a satisfactory understanding of their personal targets and what they have to do to improve further.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

All teachers observed have established at least good relationships with their pupils but are not consistently exploiting these to set high expectations for pupils to settle quickly, listen attentively and work at a good rate. In good lessons, there is a high level of challenge and productive balance between teachers talking and giving pupils time to work. Good use is made of interactive whiteboards to reinforce learning. These lessons move at a brisk pace. More typically, however, the pace is slower and teaching assistants are not always deployed efficiently to ensure pupils make optimum progress. Teachers are beginning to use precise assessment to plan future lessons but this feature is not fully embedded across the school. Consequently, on occasions, there are lessons which do not challenge

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more able pupils to think hard. Pupils' work is marked but there is inconsistency in the usefulness of this marking in helping pupils understand what they have to do to improve.

As the school has evolved into a primary school, the curriculum has developed accordingly. There are good links between subjects such as history and geography but, as yet, few links with English and mathematics. Opportunities for pupils to use and develop their information and communication technology (ICT) skills have increased with the recent addition of a good number of laptop computers. Older pupils make good use of these, for example, presenting their work and for internet research. Pupils learn French and German during their time in school. Sports partnerships and good community links have a significant impact on pupils' good levels of sporting skills, their knowledge of cultures other than their own and how to keep themselves safe. The good and well-organised range of clubs is oversubscribed and much appreciated by pupils.

Pupils are known well by all staff, and any unhappiness or difficulty in learning is quickly noted and appropriate solutions found. Support for pupils with a statement of special educational needs is good and ensures that these pupils are fully included in all the school has to offer.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is a shared ambitious vision for the school's success and its development within its community. The transition to full primary school status and changes in teaching staff have been managed well. The pace at which development and improvement is driven, though satisfactory, is constrained by several factors. Job-share arrangements and the relative inexperience of half of the teaching staff mean that the headteacher completes almost all the monitoring of the work of the school and has no experienced staff to contribute to management decisions. The governing body fulfils its responsibilities although the great majority of its work is undertaken by a small number of governors. Safeguarding procedures are satisfactory, updated regularly and known by all. Community cohesion is satisfactory. It is strong within the school and locally, with an understanding that further national and global links need developing. Equality of opportunity is promoted satisfactorily.

The good system for tracking pupils' progress and setting challenging targets is used well to hold staff to account for the progress their pupils make. The headteacher's termly review of pupils' progress with teachers highlights where pupils are not making enough progress so that appropriate support can be put in place to ensure pupils can catch up.

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This development is having a good impact on increasing the rate and success of pupils' learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage (Reception class) provides a secure and welcoming environment, enabling children to settle quickly and happily into school. Relationships are excellent. Staff look after children with great care and attention so that children feel safe. Parents comment very favourably on the good arrangements for transition from the on-site pre-school, commenting: 'This made a happy, problem-free start to full-time school.'

Children make good progress across all the areas of learning. They soon develop positive attitudes to learning and good behaviour. Children work very well independently and in groups, and are happy to initiate conversations with adults about what they are doing. These qualities, together with the secure progress they make in early literacy and numeracy skills, prepare them well for their start in Year 1. Children's current attainment is above that typical of their age group.

Teaching is good and children are keen to learn because they are provided with a good range of opportunities to explore and discover for themselves. For example, children had decided to be police officers and had to work out the best way of giving a description of a robber so that the public could help them catch him. Adults work well together and make careful observations of what children can do, planning work that is usually matched closely to their interests and learning needs. Assessment of children's learning is exceptionally detailed but, on occasions, not used as effectively as possible to ensure challenge for more able children.

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Well-established routines, such as washing hands before snack time and after visiting the toilet, promote children's understanding of good hygiene practices effectively. There is a good balance between activities directed by adults and those chosen by children. The accomplished teaching of letters and sounds, and how to use these to read and spell, is leading to good progress in these areas. Parents and carers are welcomed warmly into school. They are helped and encouraged to contribute to their children's learning. Almost all parents and carers hear their child read at home on a daily basis which contributes considerably to the good progress children make.

Leadership and management of the Early Years Foundation Stage are good: there is no complacency and the teaching team is always seeking to improve. The headteacher's decision to fund four classes has meant that the class size is relatively small and that there is a good ratio of knowledgeable adults to children. Resources are of good quality and used very effectively.

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

Views of parents and carers

There was an above average response to the questionnaire. Responses of parents and carers spoken with during the visit and from their responses to the questionnaire indicate that they are generally supportive of the school. There are three main areas where the response highlights their dissatisfaction. Parents' and carers' comments indicate that some are unhappy that the school has lost 'the village school' ethos as it has extended its age range to 11 years. A few consider that the headteacher has made changes they disagree with, such as parents and carers coming into classrooms at the start of each morning. A few feel that they are not listened to. Inspectors looked into these concerns. During the inspection, pupils' behaviour was at least satisfactory. All pupils spoken with agreed that there is no bullying in school and they feel safe. The findings of the inspection are that the headteacher leads and manages the school satisfactorily.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Filby 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 inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 87 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	65	10	23	1	2	0	0
The school keeps my child safe	26	60	17	40	0	0	0	0
My school informs me about my child's progress	20	47	18	42	2	5	0	0
My child is making enough progress at this school	22	51	20	47	0	0	0	0
The teaching is good at this school	23	53	18	42	0	0	0	0
The school helps me to support my child's learning	19	44	21	49	0	0	0	0
The school helps my child to have a healthy lifestyle	16	37	22	51	2	5	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)	15	35	17	40	2	5	2	5
The school meets my child's particular needs	18	42	20	47	5	12	0	0
The school deals effectively with unacceptable behaviour	15	35	18	42	3	7	6	14
The school takes account of my suggestions and concerns	16	37	16	37	8	19	2	5
The school is led and managed effectively	15	35	15	35	1	2	9	21
Overall, I am happy with my child's experience at this school	20	47	15	35	7	16	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



30 March 2011

Dear Children

Inspection of Filby Primary School, Great Yarmouth, NR29 3HJ

Thank you for welcoming me to your school and for sharing your thoughts and ideas about it. This helped me to make the judgements about your school, which is providing you with a satisfactory education. These are the things that were the best:

- you enjoy school and feel happy and safe
- you are well looked after and taught how to keep yourselves safe
- the school works effectively with your parents and carers to make sure your education is successful.

There are some key areas where the school can improve. I have asked your headteacher and the governing body to:

- help you to make even better progress from your start in school to Year 6
- make sure your teachers expect you to behave well and work hard all the time
- visit your lessons more often so that they can help teachers know what they can do even better to help you learn well
- make sure that all the members of the governing body have a good idea of what goes on in your school and help the headteacher make it even better.

You already make a good contribution to the life of the school. You are positive about learning and I was impressed with your good manners and how welcoming you are to visitors. I am sure you can all help to make improvements and you can do this by settling quickly at the start of your lessons, listening carefully to your teachers and working hard.

Thank you again for your help and all good wishes for your continued success.

Yours sincerely

Cheryl Thompson

Lead inspector

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