

Filey Church of England Voluntary Controlled Infant and Nursery School

Inspection report

Unique Reference Number	121533
Local authority	North Yorkshire
Inspection number	380261
Inspection dates	28–29 September 2011
Reporting inspector	Lesley Clark

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Mary Williams
Headteacher	Denise Crosier
Date of previous school inspection	16 June 2009
School address	Padbury Avenue Filey YO14 0BA
Telephone number	01723 513077
Fax number	01723 518510
Email address	admin@filey-inf.n-yorks.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by seven teachers. Meetings were held with the Chair of the Governing Body, staff and two groups of pupils from Years 1 and 2, including hearing a group of Year 2 children read. The inspection team observed the school's work and looked at a range of documentation including children's 'learning journeys' (assessments of children's progress in the Early Years Foundation Stage and Year 1), the school improvement plan, attendance data and documentation relating to safeguarding. The team analysed questionnaires returned from staff and 40 questionnaires from parents and carers.

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

- Whether pupils who struggle to read receive effective support to help them to catch up quickly.
- Whether pupils with special educational needs and/or disabilities achieve as well as they should and how well provision for their needs is managed.
- The impact of the school's assessments on pupils' learning in lessons.
- The extent to which children lead their own learning in the Early Years Foundation Stage and how far staff take their interests into account when they plan activities.

Information about the school

This school is larger than the average nursery and infant school. It serves a local community in a seaside resort. Almost all pupils are of White British heritage. An above average proportion is known to be eligible for free school meals. An average proportion of pupils have special educational needs and/or disabilities. None currently has a statement of special educational needs. Around 10% of pupils are vulnerable because of their circumstances. A new Early Years Foundation Stage Unit is currently under construction. Higher-attaining pupils in Year 2 are taught in a separate class. Two thirds of Year 2 pupils are taught jointly by a team of teachers and teaching assistants.

There have been some significant staffing changes recently. The headteacher and Nursery teacher started on 1 September 2011. The school has Healthy School status.

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

This school gives pupils a satisfactory education. It has some good features including the provision in the Early Years Foundation Stage which enables children to make good progress from a starting point that is broadly lower than average. Pupils have good safety awareness and a clear understanding of why it is important to lead healthy lives. The school has good partnerships with parents and carers and with other providers, organisations and services. These strengths make a good contribution to pupils' health and well-being.

Pupils make satisfactory progress in Years 1 and 2. Their attainment is generally average in reading, writing and mathematics by the end of Year 2. However, lower-attaining pupils and a small proportion of average attainers make slow progress in reading and mathematics in Year 2. This is because teachers underestimate pupils' capabilities and do not give them sufficiently different and challenging tasks. These groups of pupils do not read often enough or with sufficient help to ensure they make good gains in reading proficiency. In contrast, higher-attaining Year 2 pupils and pupils in Year 1 make good progress because they are well taught and undertake tasks and challenges that are well suited to their needs. While pupils with special educational needs and/or disabilities make satisfactory progress overall, there are no regular checks to ensure that the help they receive is having sufficient impact to enable them to accelerate their progress. The provision for outdoor learning across the school is a strength. However, the limited opportunities for pupils to be independent in lessons and take on responsibility around the school mean that they are over-reliant on adults to tell them what to do.

Although the quality of some of the school's provision has dipped since the last inspection, the school nonetheless demonstrates satisfactory capacity for improvement. The headteacher has rigorously and accurately evaluated the strengths and weaknesses of the school, drawn up a suitable action plan to strengthen teaching, improved attendance and punctuality and created a dynamic leadership team with clear roles and responsibilities. Governors, parents and carers are very supportive. The school has a good past track record, an innovative curriculum and gives the majority of pupils an effective education.

Up to 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?

- Accelerate the progress and raise the attainment of lower-attaining and a small proportion of average-attaining pupils in Year 2 in reading and mathematics by:
 - raising teachers' expectations of what these groups of pupils can achieve
 - using assessments of what pupils know and can do to base lessons on what they need to learn next
 - providing suitably different and challenging mathematical tasks
 - reinforcing basic reading skills and ensuring pupils read frequently
 - using teaching assistants more effectively to support the needs of different groups of learners.

- Ensure the needs of pupils with special educational needs and/or disabilities are fully met by carrying out regular monitoring to check that the support they receive is having sufficient impact on their progress.

- Develop pupils' independence by giving them more opportunities to:
 - take on responsibilities in the classroom and in lessons
 - organise their free play.

Outcomes for individuals and groups of pupils

3

Pupils' achievement and the extent to which they enjoy their learning are satisfactory overall. Higher-attaining pupils achieve well. This is because they have many opportunities to ask and answer questions and to work in pairs and groups on challenging, practical tasks. Adults respond well to these pupils' needs and interests. For example, they changed the indoor role-play area from a pirate ship to a school because pupils wanted to teach each other what they were learning. Similarly, in Year 1 pupils make good progress in reading and mathematics because they learn and apply basic skills every day in a wide variety of contexts. They take responsibility for doing at least two challenges a week. This was observed when pupils were asked to write their names without using writing tools. They proved themselves to be inventive learners, producing their names in play dough, string and glitter. Overall progress is satisfactory. In Year 2 lower-attaining pupils and a small proportion of average-attaining pupils make slow progress in mathematics because learning activities and resources are not always accurately matched to their different needs and capabilities. As a result, pupils lose concentration and learning time is wasted. These groups of pupils do not make fast enough progress in reading because they do not practise key words or basic reading skills sufficiently often.

Pupils know about different aspects of safety such as road, pedestrian and internet safety and have good safety awareness through well-thought-out role play. They spend a great deal of time outdoors and this keeps pupils fit and healthy. They know that it is important to drink water, explaining, 'It keeps you alive.' Behaviour is satisfactory. Pupils behave well when activities interest them but find it hard to sit still and listen at other times. The opportunities for pupils to organise their own free play are limited because the school does not have morning and afternoon breaks and so pupils do not have enough time for free, unstructured choice. The school council

is effective but pupils have few classroom responsibilities, relying on a general and sometimes extended 'tidy up' time and adults to give them instructions. Pupils know the difference between right and wrong. Close links with the church, including extra-curricular clubs, support their satisfactory spiritual, moral, social and cultural development. While most pupils attend well, overall attendance is affected by a small number of pupils who attend irregularly. Pupils are satisfactorily prepared for the next phase in their education.

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	3
The extent to which pupils develop 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	3

How effective is the provision?

Good features in lessons include effective questioning and many opportunities for pupils to speak and listen to each other. For example, Year 1 pupils quickly learn how letters and sounds link together and enjoy checking each other's learning as they work together. In good lessons pupils make swift progress because teachers use the information from daily assessments to increase the level of challenge as required. For example, in a Year 2 mathematics lesson, pupils who had grasped one method of calculating money problems were extended by trying another.

Weaknesses in lessons include a slow pace and too many activities at the same level which all pupils undertake in sequence. Sometimes, teachers do not take pupils' prior knowledge fully into account and so pitch the lesson below the capabilities of some average and lower-attaining Year 2 pupils. Teachers do not always utilise teaching assistants' skills to the full to support the needs of different groups of learners.

Outdoor curricular provision is a strength in terms of promoting active learning but the play-based curriculum is not always planned sufficiently well to push all pupils' learning on. Good links with the local lifeboat, fire station and police services are used well to promote pupils' health and safety awareness. Satisfactory provision for pupils with special educational and/or disabilities needs ensures they receive additional support and a range of interventions to help them to make satisfactory progress but these are not always as fine-tuned to pupils' needs as they should be.

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

Staff are vigilant and make sure that potentially vulnerable pupils are well looked after. Satisfactory systems to check attendance and behavioural issues have been strengthened recently and are more rigorous. As a result, attendance and punctuality have improved. Good transition arrangements with the nearby children’s centre and junior school provide good continuity, much appreciated by parents and carers.

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	3

How effective are leadership and management?

The headteacher’s stringent school self-evaluation is underpinned by systematic planning designed to improve pupils’ progress. She is taking effective steps to secure high-quality teaching through professional development to raise teachers’ aspirations. This clear course of action, with key priorities for improvement, has been embraced enthusiastically by a buoyant staff team. The senior leadership team is welcoming its additional responsibilities with enthusiasm and has clear action plans to strengthen assessment and provision for pupils with special educational needs and/or disabilities. This reflects the ambition and drive shared by staff and senior leaders. Much has been achieved in a short time, although the full impact has yet to be realised.

The governing body provides satisfactory support through regular visits and a ‘buddy’ system whereby staff and governors are linked. They have the school’s best interests at heart and engage well with pupils, parents and carers. They meet their statutory duties satisfactorily to ensure that pupils and staff are safe. The school knows which of its pupils are most at risk and gives priority to safeguarding their welfare, including those who are persistently absent. The school promotes equal opportunities and tackles discrimination satisfactorily. It has identified where further improvements should be made to overcome any remaining variations in performance and has good measures in hand to tackle them.

The school has good relationships with parents and carers and helps them to support their children’s learning. Parents and carers of new starters commented appreciatively on the school’s helpful approach in allowing Nursery children to stay for a short time initially until they built up their confidence to stay for a full session, for example. The school promotes community cohesion satisfactorily. It has good partnerships with other local schools and strong local and parish links. However, evaluation of its work is patchy and its community links elsewhere are not extensive.

These are the grades for the 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

Children enter the Nursery with skills and knowledge below those expected for their ages. They achieve well and make good progress because they are taught effectively through a good balance of child-initiated and adult-led activities. Staff are adept at questioning children and developing children's responses through discussion and conversation. Children settle in well and quickly know the routines, helping themselves to snacks, for example, or joining different groups to engage in imaginative play in the many different role-play areas. By the end of the Reception Year the majority of children are working within expected levels, with particular strengths in aspects of personal, social and emotional development and communication, language and literacy.

Children's 'learning journeys' include detailed observations and assessments which staff share with parents and carers and use to plan what children should learn next. Parents and carers contribute to their children's learning through a 'sharing book' where they exchange photographs, questions and observations with staff. As a result, links between home and school are very close. The outdoor provision is a strength, offering a wide range of exciting opportunities for children to explore and investigate. For example, children enjoyed digging for treasure and exploring capacity by filling containers with water and pouring them down a series of pipes. Children become increasingly physically confident as they learn to balance successfully on different height beams or construct buildings and roadways using large wooden blocks, plans and soft-furnishing materials. The provision is well led and managed. The Early Years Foundation Stage leader has a clear view of how to develop the provision once the indoor construction work to join separate classrooms is completed, such as introducing a 'key person' system so as to ensure that activities can be adapted more swiftly to meet children's changing interests.

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 in the Early Years Foundation Stage	2

Views of parents and carers

A small minority of parents and carers responded to the questionnaire. Most of those who responded have very positive views of the school, commenting especially on how well children settle into the Nursery and Reception classes and how the school is successful at building pupils' confidence and self-esteem. A few parents and carers had some concerns relating to their children's progress as they got older and some aspects of safeguarding. The inspection team looked at these carefully and concluded that some groups of pupils in Year 2 should make faster progress, especially in reading and mathematics. The school site is secure, reflecting recent improvements during extensive building works.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Filey Church of England Voluntary Controlled Infant and Nursery 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	75	10	25	0	0	0	0
The school keeps my child safe	19	48	19	48	1	3	0	0
The school informs me about my child's progress	13	33	23	58	2	5	0	0
My child is making enough progress at this school	15	38	23	58	1	3	0	0
The teaching is good at this school	16	40	23	58	0	0	0	0
The school helps me to support my child's learning	15	38	23	58	0	0	0	0
The school helps my child to have a healthy lifestyle	16	40	20	50	4	10	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)	14	35	21	53	1	3	0	0
The school meets my child's particular needs	14	35	25	63	1	3	0	0
The school deals effectively with unacceptable behaviour	12	30	21	53	0	0	1	3
The school takes account of my suggestions and concerns	11	28	21	53	2	5	2	5
The school is led and managed effectively	9	23	25	63	1	3	1	3
Overall, I am happy with my child's experience at this school	18	45	20	50	1	3	1	3

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 2010/11 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.



Friday 30 September 2011

Dear Pupils

Inspection of Filey Church of England Voluntary Controlled Infant and Nursery School, Filey, YO14 0BA

Thank you for your warm and friendly welcome. A special 'thank you' goes to the two groups of pupils who spent time with me and my colleague talking about school and reading to us. Your school gives you a satisfactory education. This means that it does some things well and some things could be better.

These are the best things.

- You know how to keep safe and healthy. You are outdoors for most of the day.
- The school has good links with your parents and carers and with other places nearby. This helps you to be happy in school and feel confident when you go to the next school.

This is what we have asked your school to do next.

- Make sure that all the pupils in Year 2 learn to read as well as they can and tackle more difficult problems in mathematics.
- Make sure that all pupils with special educational needs and/or disabilities get just the right sort of support they need all the time.
- Give you all more responsibility for organising yourselves, just like children in the Nursery and Reception classes do.

You can help by making sure that you come to school every day. There is so much to enjoy and learn, especially when you can read really well.

Yours sincerely

Lesley Clark
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**