

Filby Primary School

Thrigby Road, Filby, Great Yarmouth, NR29 3HJ

Inspection dates

13–14 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress at the school in English and mathematics. Pupils throughout the school also make good progress in a range of subjects like science and music.
- Teachers plan lessons well to ensure that pupils are engaged and interested in their learning and the pupils respond enthusiastically to this.
- Pupils feel safe and cared for at the school. Their behaviour is good and they demonstrate consistently positive attitudes to learning.
- The leadership of the school has made a significant impact in improving the quality of teaching, and raising rates of progress and standards of behaviour.

It is not yet an outstanding school because

- More-able pupils are sometimes given work to do in mathematics that is too easy for them.
- Governors are not always in a position to understand data about pupils' performance well enough to provide sufficient support and challenge to the school in ensuring that pupils' progress is outstanding.

Information about this inspection

- The inspector observed nine lessons, examined pupils' workbooks, records and logs about pupils' safety, attendance and behaviour, and information about the performance of pupils in national tests.
- The minutes of governing body meetings, reports made by representatives of the local authority and the school's improvement plans were considered.
- The inspector listened to the views of pupils and staff, both the teachers and those who support their work.
- Pupils' behaviour was observed in lessons but also as they moved around the school and during social times.
- The views of the 28 parents who responded to the online questionnaire (Parent View) were considered, along with the views of those who spoke to the inspector during the inspection, or from whom he received correspondence.
- The inspector held meetings with the Chair and other members of the Governing Body, school leaders, support staff and a representative of the local authority.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

James McAtear, Lead inspector

Additional Inspector

Full report

Information about this school

- Filby is much smaller than the average-sized primary school.
- Pupils are taught in four mixed-age classes, for the Early Years Foundation Stage, Years 1 and 2, Years 3 and 4, and Years 5 and 6, respectively.
- The vast majority of pupils are White British. The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is below average.
- The proportion of pupils supported at school action is broadly average, as is the proportion receiving support at school action plus and who have a statement of special educational needs.
- The school makes some use of alternative provision away from the school site for a very small number of pupils. It uses Lingwood Specialist Resource base for this purpose.
- The school meets the current government floor standards, which set the minimum level expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the rates of progress in mathematics for more-able pupils by ensuring that all teachers consistently plan to provide the appropriate level of challenge for them.
- Strengthen governance by ensuring that governors develop their understanding of performance data as a means of assessing the impact of the school's work to improve standards further for all groups of pupils.

Inspection judgements

The achievement of pupils is good

- When pupils join the school, their skills, levels of knowledge and understanding are broadly average. Pupils make progress in English that compares favourably with that achieved nationally. In mathematics, pupils exceed the progress achieved nationally.
- Good progress is also made in a wide range of subjects including science and, particularly, in music, where pupils acquire skills and understanding well.
- When pupils are given the opportunity to apply the knowledge and understanding they have gained, they make good progress in developing skills in a range of subjects. For example, in science, pupils were able to make progress in understanding the significance of wire thickness in the conduction of electricity as a result of being given the opportunity to apply previous learning to 'hands-on' experiments.
- Pupils generally make progress in learning letters and the sounds they make (phonics) that is in line with national expectations. This provides a good foundation for the development of their reading skills and they go on to make progress in reading beyond that expected nationally. Pupils receive good support to read widely and they respond well to this.
- Standards are generally broadly in line with national averages by the end of Key Stage 1. Since the last inspection, the standards achieved in mathematics and English have continued to rise. Pupils now on roll in the school achieve at levels above national averages.
- A very small number of pupils are supported in their learning by the use of additional provision away from the school site. Pupils in this group make progress which is in line with other pupils in the school.
- Pupils with special educational needs, including those on school action, action plus and those with a statement make progress broadly in line with expectations. The gap in attainment for pupils for whom the school receives the pupil premium has narrowed significantly. In 2012, the small number of pupils known to be eligible for free school meals were the equivalent of around a term behind their classmates in English but they were six months ahead of their classmates in mathematics.
- Although pupils make good progress overall this is not always the case for a few of the more-able pupils in mathematics.

The quality of teaching is good

- Teaching overall is good and some teaching is outstanding. At its best teaching gives pupils opportunities to apply their learning. When this happens pupils acquire further knowledge, understanding and skills rapidly and thoroughly enjoy the teaching they receive. Teachers plan well to allow pupils to be involved in their own learning and to take additional responsibility for their own work.
- Teaching is characterised by the skilful use of questioning. Teachers use questions to promote discussions that help pupils to reflect at a deeper level on the things they are learning. For example, in one music lesson pupils were asked, 'What do you think went wrong during that

song? Was it a problem with dynamics or with tempo?’

- The work of other adults who provide support for the teacher is effective. This is because their activities are well planned by teachers and the quality of communication between them and the teachers they support is of a high standard. They, along with staff who provide additional support outside the classroom, work well as a team.
- Marking in pupils’ books is regular and detailed. It provides appropriate praise for pupils but also gives pupils a clear understanding of the next steps they will have to take to improve the standard of their work.
- Although teachers work hard to prepare enjoyable and effective lessons, they do not always plan as consistently to provide appropriate levels of challenge for all pupils. For example, in teaching numeracy, although extra help is given to those who need it most, opportunities to extend the learning of more-able mathematicians are not always taken. Lessons are not always planned to ensure that all of the school’s more-able pupils are fully challenged when studying mathematics.

The behaviour and safety of pupils are good

- Pupils say they feel safe and cared for and that behaviour in their lessons is good. The overwhelming majority of their parents and carers agree. Disruption to lessons is uncommon.
- Teachers have high expectations of pupils. These expectations are consistent and are clearly understood by the pupils. Teachers support good behaviour by applying similar standards and procedures throughout the school so that pupils are clear about what is expected of them. They respond positively to these high expectations.
- Pupils display consistently positive attitudes to learning. They enjoy their lessons and participate willingly in them, offering comments, listening with interest and working cooperatively together in groups as they learn.
- Pupils mix well together. During social times, they play freely across age groups and show care for one another. They move politely and in good order in the corridors and other areas of the school.
- Levels of attendance at the school are above the national average and it is rare for any pupil to be persistently absent. Pupils are punctual to school and in moving between lessons. The use of exclusions, either on a fixed-term or permanent basis is uncommon.
- Pupils understand a range of dangers and the methods by which they can keep themselves safe. For example, they understand many of the dangers of social networking sites and know how to get help if they feel in danger. School logs and the comments of pupils indicate that bullying in any form is rare and that, if any incidences do occur, pupils have confidence that the school will deal with these effectively.

The leadership and management are good

- The leadership and management of the school are good and improving. Recent work has resulted in improved standards of behaviour and increases in the proportion of pupils who are reaching nationally expected levels in English and mathematics as a result of improved teaching.

- The school's improvement plans are firmly rooted in an understanding of the areas in which improvement is most required and the school has been effective in implementing these. For example, when a need to improve further the effectiveness of leaders' lesson monitoring was identified, this was included in the school's plans for improvement and implemented to a high standard. Monitoring now focuses more on how well pupils are progressing rather than just on the content and structure of lessons.
- The school makes effective provision for the spiritual, moral, social and cultural education of the pupils. For example, at times, the normal school day is suspended and pupils work in house groups. In these instances, social development is promoted well as Year 6 pupils work closely and cooperatively to assist pupils as young as those in Reception and Year 1. Pupils thoroughly enjoy these experiences.
- The school's curriculum, in addition to providing a broad and balanced education, is used well to stimulate pupils' enthusiasm and ensure effective learning. For example, one popular textbook is used as a basis for a wide range of curriculum activities, including making models of the book's characters in technology, for promoting literacy, and, in mathematics, to sustain high levels of engagement in numeracy activities.
- The local authority knows the school well and has accurately assessed the progress made and standards achieved by pupils. It has provided an improvement partner who has worked with the headteacher to improve the work of the school. This has enabled the local authority to provide challenge and support to the school. It has helped to meet the needs of the school by ensuring its assessment of its areas of strength and weakness is more accurate. The impact of the work of the local authority has been adequate and has made a contribution to the increase in the rates of progress made by pupils in the school in both English and mathematics.
- **The governance of the school:**
 - The school's governors have provided good support for the headteacher since the time of the last inspection. They are knowledgeable about the quality of teaching in the school and about its approach to improving the performance of its staff. They understand the importance of linking the needs of the school to the training that teachers receive and are increasingly able to interpret data about the achievement of pupils. For example, they are aware of the extent to which the gap between the performance of pupils who receive pupil premium and those who do not has closed during the last two years. However, governors do not always have a full awareness of the impact of the school's work on how all groups are performing at a year and subject level. This limits the extent to which they are able to provide challenge and support. Governors are highly committed to providing both support and challenge to the headteacher and, to this end, they monitor closely the quality and implementation of the school's improvement plans. They ensure statutory requirements are met. For example, at the time of the inspection, the school had in place appropriate safeguarding arrangements including records of checks carried out prior to the employment of new staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120806
Local authority	Norfolk
Inspection number	405963

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Rev Graham Steel
Headteacher	Debbi Flowerdew
Date of previous school inspection	28 March 2011
Telephone number	01493 369241
Fax number	N/A
Email address	head@filby.norfolk.sch.uk

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