

Filey Church of England Voluntary Controlled Infant and Nursery School

Padbury Avenue, Filey, North Yorkshire, YO14 0BA

Inspection dates 26–27 September 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' achievement is good. From their starting points, they make good progress overall throughout their time in school. Attainment at the end of Key Stage 1 is broadly average in reading and mathematics.
- Children in the Early Years Foundation Stage make good progress and achieve well.
- The quality of teaching is good and some is outstanding. Teachers have a good understanding of what pupils have learnt and use this information carefully to plan interesting lessons.
- Behaviour is good. Pupils enjoy their learning and are eager to do their best. They say that they feel safe in school.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils are courteous and polite at all times. They take on responsibilities willingly and carry out their duties conscientiously.
- Under the leadership of the determined headteacher, ably supported by an equally dedicated senior leadership team, significant improvement has been secured, for instance in the quality of teaching and pupils' achievement, in a relatively short period of time.
- The governors are ambitious for the school to improve further and hold the school to account effectively. They know their school well because they are well informed about its performance.

It is not yet an outstanding school because

- Pupils' achievement in writing is not as strong as it is in reading and mathematics, because pupils are not given enough opportunities to write regularly for a range of purposes.
- Attendance is not high enough because a small but significant proportion of pupils take holidays during term time.
- Not all teaching is as good as the best yet. The most-able pupils are not always given work that is hard enough for them and sometimes teachers do not expect enough from pupils. Pupils do not have opportunities to make the improvements to their work that their teachers have suggested.

Information about this inspection

- Inspectors observed 11 lessons, one of which was a joint observation with the headteacher. They observed small group and one-to-one interventions in phonics and mathematics. They listened to pupils read in Year 2.
- Inspectors took account of 21 questionnaires completed by the staff and 20 responses to the Ofsted online questionnaire (Parent View).
- They held meetings with pupils in Year 2 and talked informally with other pupils at lunchtimes and break times. Inspectors talked to four members of the governing body and a representative of the local authority. They also held discussions with senior leaders as well as leaders with other responsibilities, including the leader of the Early Years Foundation Stage and the special educational needs coordinator.
- Inspectors observed the school at work and looked at a range of documentation including internal and external information relating to pupils' progress, their workbooks and folders, school improvement planning and the school's procedures for gaining an accurate view of its own performance. They also considered reports written by the local authority, documents relating to the management of teachers' performance, minutes of the governing body meetings and safeguarding and child protection documents.

Inspection team

Peter Eeva, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

Full report

Information about this school

- This is an average-sized infant and nursery school.
- The proportion of pupils supported by the pupil premium is average. This is additional funding for pupils who are known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- Since the previous inspection, there has been a period of significant changes in staffing at all levels.

What does the school need to do to improve further?

- Further improve the quality of teaching so that more is outstanding in order for all pupils to make the best possible progress in lessons by:
 - planning tasks which are hard enough for all pupils, especially the most-able
 - making sure that pupils have opportunities to carry out the improvements to their work suggested by teachers in their marking
 - ensuring that teachers always expect the best from their pupils.
- Further raise pupils' achievement in writing by:
 - giving pupils more exciting first-hand experiences to write about
 - providing more frequent opportunities for pupils to write for a wide range of purposes.
- Further improve attendance by implementing plans to eliminate holidays in term time.

Inspection judgements

The achievement of pupils is good

- Leaders' successful strategies to secure better quality teaching have ensured that the achievement of pupils has improved. By the end of Year 2, standards are broadly average in reading, writing and mathematics.
- From their starting points, pupils typically make good progress overall during their time in school.
- The proportion of pupils who make more progress than is expected of them in writing is not as high as in reading and mathematics, because pupils do not have enough exciting first-hand experiences to write about and do not have enough opportunities to write for a variety of different purposes.
- Not enough of the most able pupils reach the higher levels because teachers do not always give them work that is hard enough to 'stretch' their skills and knowledge.
- Most children start school with skills that are lower than those expected for their age, especially in speaking and listening. Children get off to a good start in the Early Years Foundation Stage and settle in well. They make good progress and develop their knowledge of the sounds letters make so that they enter Year 1 with standards that are just below those expected of their age.
- This good start is built on in Key Stage 1. Pupils develop as competent readers; many understand the basics of times tables and can calculate well.
- Achievement has improved because of leaders' effective use of data to track pupils' achievement. There are rigorous systems in place to check on pupils' progress in all year groups. As a result, leaders can quickly identify any gaps in pupils' knowledge and skills and take swift action to boost pupils' learning.
- Disabled pupils and those who have special educational needs make the same typically good progress as others in the school, from often very low starting points. This is as a result of the timely and effective support the school has introduced to meet their needs. Teaching assistants provide good support for pupils' learning when it is needed, in class but also in small groups and one-to-one sessions.
- The pupil premium is used effectively to make sure that any pupils who are at risk of underachieving do as well as they can. A significant number of these pupils have special educational needs and so their starting points are often much lower than those of other pupils. Well-targeted support and guidance provided by teaching assistants ensure that the achievement of those pupils known to be eligible for the pupil premium is good and any gaps in attainment between those pupils known to be eligible for free school meals and others in the school have almost been eradicated.

The quality of teaching is good

- The quality of teaching and learning has improved and this is reflected in the good progress pupils are making, especially in reading and in mathematics.
- Children learn well throughout the Early Years Foundation Stage, as a result of consistently good teaching and the detailed knowledge teachers have of each child's needs.
- There are examples of outstanding teaching. In a Year 2 mathematics lesson, for example, the teacher used her knowledge of pupils' strengths and weaknesses to plan very challenging problems for pupils to solve. The pupils enthusiastically rose to the challenge, enjoyed learning and made rapid progress.
- Teaching assistants are deployed well and have a clear understanding of the needs of the different groups of pupils, including those who are disabled or who have special educational needs. They provide effective support to help these pupils achieve well.
- Good relationships are typical between pupils and the adults who work with them. Classrooms

typically have a calm and caring atmosphere that has been deliberately created by the adults who work in them.

- In some classes, teachers do not always have high enough expectations of what pupils are capable of; as a result, these pupils are not challenged enough to achieve as well as they should.
- Teachers mark pupils' work systematically and provide pupils with next step suggestions. However, pupils do not have the chance to respond to these suggestions and to improve their work, so some continue to make the same mistakes.
- Pupils develop good skills in reading and in mathematics. However, they do not have enough exciting, first-hand experiences to write about nor do they have regular and frequent opportunities to write for a range of purposes; this holds back the development of their writing skills.
- Teachers typically plan lessons that interest pupils, but sometimes the work is not hard enough for the most able pupils; as a consequence, they do not make as much progress as they could.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons and around the school is good and the school's records confirm that this is so. Pupils understand the links between behaving well and learning effectively. They are keen and eager to learn and this has had a positive impact on their achievement
- The school has effective and well-understood systems for managing behaviour. Pupils are determined to preserve their Golden Time by behaving well and, as a result, lessons typically proceed without interruption. Pupils have a wide range of after-school and lunchtime clubs and activities that they appreciate. The school is using some of its Primary School Sport funding to make the teaching of physical education more effective and this, together with the sports activities, are having a positive impact on pupils' physical well-being.
- In the playground, pupils play well together and have a wide range of different equipment with which to play. Pupil play leaders make sure that everyone has someone to play with.
- Pupils are very courteous and polite to adults and visitors to their school, which they are eager to talk about. They are pleased to be members of this happy school community and find it difficult to think of anything significant they would like to change.
- Pupils feel safe and say that there is little, if any, bullying and are confident that if any should happen, it would be dealt with quickly.
- Pupils are developing a good understanding of how to keep themselves safe in a range of situations and are beginning to understand how to stay safe when using the internet.
- Attendance is improving as a result of the hard work that the school is doing. A recently introduced Parents' Attendance Panel is beginning to make a difference. However, attendance is still lower than it should be because some families still take their holidays during term time.

The leadership and management are good

- The headteacher, supported by leaders at all levels, has skilfully guided the school through an unsettling period of staffing turbulence, with great determination.
- The school's leadership has an accurate understanding of its successes and areas for further development. Appropriate plans for school improvement are devised and successfully implemented.
- As a result, since the previous inspection, there have been improvements in the achievement of pupils, particularly in reading and mathematics and the quality of teaching. This indicates that leaders are well placed to secure further improvements.
- Thorough and detailed tracking reveals where there are gaps in pupils' achievement and, where pupils are in danger of falling behind, prompt action is taken to help them catch up.
- Staff have access to a range of suitable training and, as a result, are able to keep up to date

with developments in teaching to improve their skills further. Staff performance targets also support improvements in the quality of teaching; arrangements for pay and the promotion of staff are now closely linked to staff performance and pupils' progress.

- The school knows and cares for its pupils as individuals and is successful in removing any barriers to learning. Equality of opportunity is central to the school's work and removing differences in the achievement of different groups is important to the school. As a result, gaps in the performance between groups, such as those eligible for support through the pupil premium, have disappeared.
- The curriculum has been successfully developed to ensure that it meets the needs of most pupils and they appreciate the wide range of after-school and lunchtime clubs and activities. However, the curriculum is less strong in securing pupils' consistently good progress in writing and in meeting the needs of the most able pupils.
- The development of pupils' spiritual, moral, social and cultural understanding is important to the school and, as a result, pupils' personal development is of a good quality.
- Safeguarding and child protection policies and practice meet current requirements.
- The local authority has provided much valuable support during a period of significant change but now believes that the school needs less intensive support.
- **The governance of the school:**
 - The school benefits from the support and challenge of an effective and determined governing body that knows the school well. Governors are increasingly effective in using the information available to them to ask the questions that help to hold the school to account. They are active in seeking training to become more skilled, building on their own wide range of skills. Governors are familiar with the Teachers' Standards and use them to help manage teachers' performance. They carefully oversee the spending of any pupil premium funding and are aware of the positive impact it is having on pupils' achievement. They have also been involved in developing plans to use the Primary School Sports funding, which they believe will make a difference to pupils' physical well-being. However, it is too early to be able to measure the impact of these plans.

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	121533
Local authority	North Yorkshire
Inspection number	425840

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	234
Appropriate authority	The governing body
Chair	Jane Partridge
Headteacher	Denise Crosier
Date of previous school inspection	28 September 2011
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