



# Flimby Primary School

## Inspection Report

**Unique Reference Number** 112421  
**LEA** Cumbria  
**Inspection number** 278927  
**Inspection dates** 5 October 2005 to 6 October 2005  
**Reporting inspector** Carole L Cressey

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

<b>Type of school</b>	Primary	<b>School address</b>	Rye Hill Road
<b>School category</b>	Foundation		Flimby
<b>Age range of pupils</b>	3 to 11		Maryport, Cumbria
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01900 812264
<b>Number on roll</b>	134	<b>Fax number</b>	01900 816778
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J Nelson
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr M Cunningham

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 5 October 2005 - 6 October 2005	<b>Inspection number</b> 278927
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This small primary school is located on the coast of Cumbria in the village of Flimby. It shares the same site as a community development centre which was commissioned by the school a few years ago to improve adult learning.

The school has been remodelled from a Victorian school to a bright and modern one. Most pupils are white British with a very small proportion from Asian families. No pupil is at an early stage of learning English as an additional language. Pupils come from an area with a significant degree of social and economic disadvantage and a well above average proportion of pupils is eligible for free school meals. Attainment of most children on entry to the Nursery is much lower than expected for their age. The proportion of pupils with learning difficulties and/or disabilities is below the average for a school of this type.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Flimby Primary School is a good and improving school that provides good value for money. This inspection judgement supports the school's view of itself. It is friendly and caring and supports its pupils and their families well. Pupils enjoy coming to school and parents know their children are well cared for, work hard and achieve well. Personal development is good and most pupils have good attitudes and behave well. Pupils' knowledge of their own local culture is exceptionally good, but they have few opportunities to learn about the cultural diversity of British society. The quality of teaching, learning and the curriculum is good. As a result, pupils make good progress and achieve well. However, they are unsure about what they need to do to improve further. By the time the pupils leave the school, they achieve the standards expected for their age.

The school is well led and managed and has made significant improvement over the past year. In particular, the headteacher and staff have worked hard to improve the teaching, especially in English. This has led to much improved standards, although there is scope for further improvement in English and Mathematics and in boys' reading and writing, particularly for those pupils who learn at a faster rate. Provision in the Foundation Stage is good and children progress well towards the early learning goals.

Although standards have fallen since the last inspection, they are now improving rapidly and the school is clearly able to maintain this and to raise achievement further.

### What the school should do to improve further

- Continue to raise standards in English and mathematics across the school, particularly for boys and higher attaining pupils.
- Improve the marking of pupils' work and the setting and communicating of targets so that pupils know clearly what they need to do to improve.
- Give pupils more opportunities to learn about the different cultures within British society.

## Achievement and standards

### Grade: 2

Standards are rising across the school and the inspection supports the school's view that pupils make good progress. This is due to consistently good teaching in all year groups. Attainment when children first start school is well below what is typical for their age. They make good progress in the Foundation Stage and approximately a third reach the standards expected of them. This good progress continues in Years 1 and 2, and standards in reading, writing and mathematics have improved significantly over the last year. In Years 3 to 6, good progress is maintained. The standards reached by pupils in Year 6, when compared to their standards four years earlier, show that the school is now doing well in enabling pupils to achieve their best.

The 2004 test results for Year 6 were below the national average. The most recent test results, however, are much higher. Improvements in English are particularly good and the school exceeded its challenging targets. All pupils reached the expected level and over a third reached the next higher level. This is much better than the results seen nationally. In mathematics, over 90% of pupils reached the expected level, but the school fell short of its target for the higher level. Pupils achieve well in science, where almost all reach the expected level for their age. Provision for information and communications technology (ICT) is good and pupils achieve well. Pupils in local authority care and those with learning difficulties and/or disabilities make equally good progress. However, boys often do not perform as well as girls, particularly in English and the school is changing the teaching to help boys to do better.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Their behaviour is good and they are polite and friendly to each other and adults. Pupils follow the rules and routines happily because they have been involved in making them. The pupils who spoke to the inspectors were aware of no instances of bullying and confident that staff would immediately deal with any that occurred. Pupils enjoy the many exciting tasks and activities planned for them. They speak highly of their teachers, but many would like more help to improve their work.

From their earliest days in school, pupils have healthy snacks, drink lots of water regularly, and take part in sport and exercise. Their eagerness to help others is reflected in the popularity of the 'buddy system' and their success in raising funds for senior citizens in the village. They are learning how to be responsible citizens. Pupils are steeped in their own culture. One aspect of this is 'pigeon racing' and the school has its own racing pigeon. The school does much to make pupils aware of other peoples, cultures and religions across the world. However, they have too few opportunities to learn about the cultural diversity of British society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The inspectors agree with the school that teaching and learning are good. In the Foundation Stage children enthusiastically tackle a good range of imaginative tasks. High quality relationships and lessons laced with good humour create a good ethos for learning and help the pupils to succeed. Staff are always ready to go the extra mile to bring learning to life. Teaching is animated and holds pupils' interest, as when they wore Victorian costumes and became 'Victorians for an afternoon'. This sharpened their understanding of the differences between then and now and made learning fun. Teachers use a wide range of teaching methods to suit different tasks and learning styles, particularly those of boys who are sometimes reluctant and passive learners.

An excellent aspect of the teaching is the use of teaching assistants to support learning. As a result, pupils make rapid progress when working individually or in small groups with the teaching assistants.

The school has good procedures for assessing and tracking pupils' progress and to set challenging targets. Teachers use this information well to identify pupils who are not doing as well as expected or are learning at a faster rate than expected. They then plan work to meet these needs. However, their marking of pupils' work does not always make pupils aware of how to move on to the next stage.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good because it is varied and interesting. The school has worked very hard to create an exciting environment for learning. Across the school, there is a strong emphasis on developing skills in literacy, numeracy and ICT through all subjects, and on giving pupils a good grounding in issues of personal safety, care and healthy living. Children in the Foundation Stage experience a wide range of exciting and practical experiences both in the classroom, in the conservatory and in the well resourced outside play area. In most subjects the teachers adapt the curriculum well to raise the achievement of different groups of pupils, such as those with learning difficulties, boys and those who learn at a faster rate. Out of school clubs and activities are popular and help to promote pupils' social skills, and to develop new interests, such as golf. Almost all the parents feel that their children do interesting work and make good progress. The inspectors agree with them.

## **Care, guidance and support**

### **Grade: 2**

Pupils achieve well because of the good care guidance and support they receive. All staff know their pupils well and respond to each individual need. Work and support are carefully planned to ensure pupils succeed through their own hard work and effort. As a result of very good additional, individual support, most pupils with behaviour or learning difficulties make rapid progress in learning to read and write. Thorough systems are used to track each pupil's academic progress and set challenging targets. However, as many pupils are unaware of these targets, they are not able to refer to them regularly and learn to use them independently to improve their work. Procedures for child protection are good and staff are vigilant in their care of vulnerable children.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school and almost all parents take this same view. The headteacher has worked very hard to improve standards in the last year, particularly in English; this also involved the school's literacy coordinator. The headteacher, staff and governors share a strong vision and commitment to do the best for all pupils, and to work with different agencies to bring about improvements. This

is evident in the way funds have been raised to provide mentoring and support for vulnerable children and those with learning or behaviour difficulties. The community development centre helps families to know more about what goes on in school and to improve their own skills and knowledge.

Improvement planning is well monitored by the governors, and is correctly focused on the need to improve English and mathematics, and on the learning needs of boys and higher attainers. Subject leaders have very clear roles. Their rigorous evaluation of test results and of teaching and learning has enabled them to identify and tackle weaknesses. As a result, standards are rising quickly. Governance is good. The governors are highly committed to the school and bring a good range of experiences and expertise to their roles. They know how well the school is performing through regular reports from the headteacher, by analysing results and by observing lessons.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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6 October 2005

Dear Children

Thank you so much for being so friendly and welcoming when we visited your school a short while ago. We really enjoyed talking with you and your teachers.

We could see that you enjoy your lessons and work hard to improve your reading, writing and mathematics. You obviously particularly enjoy lessons that are sometimes different, such as the one where some of you dressed as Victorian children and your teacher became a very strict Victorian schoolmistress. You also told us you enjoyed the many school trips you go on to places like Hadrian's Wall, Newcastle and Muncaster Castle. With Christmas coming along many of you are looking forward to going to choose the school's Christmas tree.

We were also very pleased with your good behaviour and how you all try to keep the school rules. It was so good to hear from you that there is no bullying in your school, and you also said that, if there was, your teachers would quickly sort it out. This obviously makes you feel safe in school.

We were very surprised to learn that you have a school racing pigeon. We have never been in a school before where the school pet was a pigeon! A fish, a mouse perhaps, but never a pigeon! We do hope it wins the next race.

There are a few things that we felt could make your school even better.

We have asked your teachers to help you all get even better at English and mathematics, and we particularly asked them to make sure all the boys work as hard as they can, and that those of you who learn fast can have extra, harder work. We have also asked them to help you learn more about children who live in Britain just like you, but whose lives are quite different to yours.

We think you are very lucky to go to such a good school where your Headteacher and teachers work so hard to make lessons fun and help you learn. We hope you will continue to enjoy school as much as you do now and that it will help you to always enjoy learning new things.

Best wishes

Carole Cressey and David Earley

Annex B