



Fylingdales Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 121528
LEA North Yorkshire
Inspection number 281033
Inspection dates 22 March 2006 to 23 March 2006
Reporting inspector Mrs Rosemary Rodger CfBT Lead Inspector

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

Type of school	Primary	School address	Thorpe Lane
School category	Voluntary controlled		Fylingthorpe
Age range of pupils	4 to 11		Whitby, North Yorkshire YO22 4TH
Gender of pupils	Mixed	Telephone number	01947 880 429
Number on roll	57	Fax number	01947 880 429
Appropriate authority	The governing body	Chair of governors	Mrs Jane Mortimer
Date of previous inspection	10 July 2000	Headteacher	Miss Lisa Acting Jones

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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a small school of 57 pupils. It serves a rural area that is advantaged both socially and economically. A very small number of pupils are eligible for free school meals and there are very few pupils with learning difficulties and/or disabilities. Attainment of pupils as they start school is above average. Almost all pupils are white British, although there are a small number of pupils from minority ethnic groups. At the time of the inspection the school had an acting headteacher covering for the absence of the substantive headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. Pupils' standards on entry to school are above average in all areas of learning. They make good progress in the Reception class and in Years 1 and 2. They maintained above average standards in the 2005 national tests in reading, writing and mathematics. This good progress was not maintained in Key Stage 2, however, where pupils made slower progress. Standards in the 2005 tests were above average in mathematics and average in English and science. The school has taken measures to improve the situation and current achievement in Key Stage 2 is now satisfactory in English and science, with improvements needed in writing where higher attaining pupils could do better. The school's self-evaluation is over generous in its judgements on teaching and learning, leadership and management and its overall effectiveness. Personal development is good. The behaviour and attitudes of pupils in Key Stage 1 is outstanding. Pupils take many responsibilities throughout the school. The quality of teaching is satisfactory, with good teaching in Key Stage 1 but it is variable in Key Stage 2. The use of assessment systems is satisfactory. Occasionally pupils are not given sufficient responsibility for their learning. The curriculum is good, as is the care, guidance and support pupils receive in this caring school. Provision and standards in the Foundation Stage are good. Leadership and management are satisfactory with good features in the vision and impact of the acting headteacher on raising standards and improving achievement. The school has the capacity to improve, and improvement since the last inspection has been satisfactory overall, and good in the improvements to information and communication technology (ICT). Value for money is satisfactory.

What the school should do to improve further

- Improve the quality of teaching in Key Stage 2 so that it is all good or better.
- Improve the progress in writing made by the higher attaining pupils throughout Key Stage 2.

Achievement and standards

Grade: 3

Standards on entry to the school are above average in all areas of learning, especially in mathematics, writing, and personal, social and emotional development. The children in the Reception class make good progress which is maintained in Years 1 and 2. Good progress has not been maintained consistently in Key Stage 2 and standards have not been high enough. The acting headteacher has tackled underachievement by improving teaching, analysing assessment data to identify pupils needing additional support and providing training for staff. Currently, achievement and progress throughout Key Stage 2 are satisfactory and pupils in the current Year 6 are on target to reach the standards they are capable of in the forthcoming national tests. However, more needs to be done to raise the achievement of higher attaining pupils in writing throughout the key stage. Achievement in mathematics is good, as a result of effective teaching. Standards in

ICT are above average by Year 6 where, for example, pupils showed good understanding of interpreting data and creating graphs. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Personal development and well-being are good. This is a close-knit, caring school. Very young children are well supported and develop good levels of confidence. Behaviour is good in lessons and around the school. Older pupils are articulate and share their views with others maturely. They have several responsibilities around school but do not have a school council that would enable them to represent the views of others in school decision-making. Pupils work hard and are well mannered and polite. Their enjoyment of school is reflected in the above average attendance. A strong commitment to racial equality is reflected in the seriousness the leadership attaches to the rare racist incident that occurred recently. Procedures were followed in an exemplary way. Pupils talked excitedly about the opportunities to have ICT lessons in the fire station and the way the interactive whiteboards enrich their learning in mathematics. Pupils' spiritual, moral, social and cultural development is good. There are good links with the local community; for example, through involvement in a Victorian weekend and an annual May Queen ceremony. Older pupils have a clear understanding of the economic implications of Fair Trade products. They have a good understanding, which they share with their parents, of how to eat healthily.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall with good features in Key Stage 1 and the Foundation Stage. This judgement disagrees with the school's view because teaching and learning are only satisfactory in Key Stage 2. High expectations and challenge for all pupils is a consistent feature of good teaching and lack of it a weakness of the satisfactory teaching. Pupils are capable of taking responsibility for their learning, which was very evident as Year 2 pupils pored intently over the junior dictionaries; there was less evidence of this in Key Stage 2. Lessons are generally well planned, but there is some variation between subjects with English planning not making learning intentions explicit, particularly for the most able pupils. For example, 'to write a report on a visit made the previous day' is too general a learning objective. Support staff are well deployed to work with pupils with learning difficulties and/or disabilities. Teachers are starting to make effective use of interactive whiteboard technology in mathematics lessons, but less so in English. These issues contribute to the underachievement of higher attaining pupils in Key Stage 2. The dedicated area for the Foundation Stage is used effectively.

Curriculum and other activities

Grade: 2

The curriculum is good. A high priority is given to basic skills. Numeracy and ICT skills are taught well across the curriculum; literacy is satisfactory. The Foundation Stage curriculum covers all the required areas of learning and provides a wealth of practical activities, although the limitations to the outdoor environment has been recognised by the school as an area for development and is in hand. Pupils really enjoy the special events that are held, such as the Victorian weekend and trips away. They love reading and feel that personal, social and health education lessons help them to become 'more confident and braver'. A wide range of clubs after school helps to develop a range of musical and artistic skills in the pupils that are of benefit to the local community, through, for example, the Year 6 folk band. The physical education curriculum is effectively extended through sports clubs and competitions with other schools.

Care, guidance and support

Grade: 2

Pupils are well cared for. The school's calm and welcoming ethos is much appreciated by pupils and parents who value the approachability of the acting headteacher. Pupils who transfer from other schools integrate well. Health and safety for all are strongly promoted. Links with parents and other agencies are a strong feature of the support for pupils with learning difficulties and/or disabilities. The arrangements to safeguard pupils follow the local authority's rigorous procedures. All adults working with pupils are checked and procedures to protect vulnerable pupils are robust. Risk assessments are thorough and shared with supporting adults, for example, when pupils go on educational visits. The use of assessment information to track the progress of pupils year by year is developing satisfactorily; it is in place for mathematics. Pupils are usefully given individual targets to assist them in knowing what to do to improve their work. Weekly achievement assemblies reward good progress, behaviour and attitudes through 'star of the week'.

Leadership and management

Grade: 3

The inspection judgement that leadership and management are satisfactory disagrees with the school's view that it is good because many of the actions to raise standards have been introduced recently and have not yet had sufficient impact on improving teaching and learning in Key Stage 2. Governors are well informed and committed to the school. The acting headteacher has a clear vision, and actions to improve achievement have some good features, such as the improvements in ICT, the quality of teaching in Years 3 and 4 and the introduction of new assessment systems. The views of parents have been sought and their views considered. For example, following some concerns raised by parents about supervision, staff are more vigilant at break times and when pupils leave school. The leadership of mathematics is effective and has had a good impact on improving standards and teaching through training and the

use of ICT. The improvements to the climate for learning are valued by parents, governors and staff. The acting headteacher keeps parents well informed through the weekly newsletter. Under the current leadership, the school has the capacity to improve. There have been satisfactory improvements since the last inspection, with several only happening in the past two terms.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	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	3	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for making my visit to your school so enjoyable. I especially enjoyed talking to you and having my lunch with you. I am writing to tell you what I liked about your school and what needs to be improved.

What I liked about your school

- Most of you work very hard, especially in Class 3, when you were using very difficult dictionaries to find out the meanings of words and when some of you were learning to count to 30 in the hall.
- You really enjoy mathematics. It is best when your teachers use the whiteboard.
- You say your teachers are nice and help you feel safe; I agree.
- You all love reading, physical education and sport and going to the fire station for ICT lessons.

What needs to be improved

- You and your teachers need to concentrate more on improving your written work.

You can help by making sure you always try your best when writing.

Good luck for the future.