



Filey Church of England Voluntary Controlled Infant and Nursery School

Inspection Report

Unique Reference Number 121533
LEA North Yorkshire
Inspection number 281035
Inspection dates 27 February 2006 to 28 February 2006
Reporting inspector Mr Roger Gill CfBT Lead Inspector

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

Type of school	Primary	School address	Padbury Avenue
School category	Voluntary controlled		Filey
Age range of pupils	3 to 7		North Yorkshire YO14 0BA
Gender of pupils	Mixed	Telephone number	01723 513077
Number on roll	228	Fax number	01723 518510
Appropriate authority	The governing body	Chair of governors	Mrs Joanna Ward
Date of previous inspection	19 January 2000	Headteacher	Mrs Janet Wharrier

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized school that possesses a strong Christian ethos. It is situated in a seaside town with a seasonal economy. The proportion of children eligible for free school meals is below average, but this fluctuates yearly and is not a reliable indicator of the financial disadvantage within the area. Few are from a minority ethnic background; almost all children speak English fluently. A typical proportion of children finds learning difficult or has a disability. Very few children have a statement of special educational needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features, which matches exactly the school's view of its performance. It provides good value for money and is well placed to improve even further. Strong religious beliefs in practice, a family ethos and a productive partnership with parents help children learn effectively. Children can explain why they achieve well. They love all the interesting things in the curriculum and revel in their teachers' encouragement. The quality of provision in the Foundation Stage is good. The flying start provided in the nursery enables children to reach the expected levels by the end of Reception. This good achievement continues: the broadly average results at the end of Year 2 represent good progress in reading, writing and mathematics. These are the subjects in which a large majority of children have the least confidence when they join the school.

The school is led well with a consistently strong belief in providing for each child's needs. This powerful concentration on individuals produces outstanding personal development. Teaching ensures that children make good progress, partly because the care, guidance and support they receive are first class. The school knows its own strengths well, but it is not fully adept at evaluating the information it gathers to provide hard evidence of success and areas for development. The quality of teaching is checked frequently, but not so children's achievement in lessons and over longer periods of time. Improvements since the last inspection have been good. These include the successful development of educational play for older children.

What the school should do to improve further

- Improve the use made of information gained from test results and assessing children's work.
- Improve the monitoring of lessons and children's work to include a regular check on progress and achievement.

Achievement and standards

Grade: 2

Children begin with knowledge and skills below that typical for their age, but make good progress straight away. Sometimes progress is excellent in the Foundation Stage as exemplified by children's maturity. Their capacity to co-operate with others and reflect on what they are doing is first-rate. These well honed personal attributes give children the confidence to improve the way they talk about their ideas. Thereafter in Years 1 and 2, they progress swiftly in the basic skills of literacy and numeracy. Good gains in learning are made by all groups of children throughout the school. The rate of progress made by boys and children who find learning difficult has improved owing to the increased emphasis on educational play and the use of computers. Children with particular gifts and talents achieve well because the quality of teaching is finely tuned to their needs. Standards are broadly average by the end of Year 2. Children often meet and sometimes exceed the challenging targets set for them. Currently,

children in Years 1 and 2 are making good progress, particularly in the context of classes designed to place children of similar attainment together. Achievement in other subjects is good, for example in science and information and communication technology.

Personal development and well-being

Grade: 1

Outstanding spiritual and moral development is fired by the school's Christian ethos. Moreover, social and cultural development is correspondingly strong and based firmly on superb partnerships locally. Children respond admirably to routines, responsibilities around school and opportunities as class monitors. These are introduced in the nursery and continue throughout school.

Children understand how to express their feelings and concerns because they feel safe and trusted. Their attitudes are very positive. They are polite and their behaviour in lessons and at play is excellent. As one child summed it up with conviction, 'we have lots of manners at this school.' Enjoyment and enthusiasm shown by children are tremendous. Attendance is below average, but improving. Without the variation, caused by holidays in term time, due to parents' seasonal work, attendance is satisfactory and reflects children's keenness to learn. They relate to adults in a sensible way and involve themselves thoroughly in projects about healthy living, charity work and cultural diversity.

One parent summed up the feeling of many when writing about the children's, 'respect and good behaviour, which are hard to achieve in society today'. Their acquisition of independence and industry, equips them for effective contributions to school, the community and the workplace, later on.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, and in some lessons it is outstanding. Each classroom resembles an Aladdin's Cave packed with stimulating resources. An atmosphere of calm learning pervades the whole school, sustained by very warm relationships.

Learning in the Foundation Stage is tightly organised, which fosters a high degree of responsibility in children. They feel safe and relaxed; able to rise sensibly to the many challenges such as acting out the story of 'The Tiger Who Came to Tea' or making up stories about the contents of 'The Imagining Box'. In Years 1 and 2, teaching continues to pinpoint children's needs well. Those that find reading difficult, for example, enjoy reciting raps that reinforce basic letter combinations. Similarly, higher attaining children undertook, in one well pitched lesson, a stimulating discussion about the nature of beauty. Occasionally, however, lessons are only satisfactory when prolonged introductions in teaching send learning off the boil.

Teachers make effective use of assessment to diagnose, for example, the needs of children who find things difficult or have a disability. All children know about their successes and what to improve on. It is the more strategic, whole school, use of information from assessment that lacks refinement.

Curriculum and other activities

Grade: 2

A good curriculum, with outstanding features ensures that children make good progress across all areas of learning and subjects. The needs of all children are met; some older ones are even inspired to develop work at home, just for the fun of it. A central strength is the way in which children of all ages use play to develop their ideas: improving confidence and their ability to articulate thoughts. Superb social poise is developed in all children. They throw themselves into school life and are eager to contribute at a wider level in the local community: this is first-rate. Visitors such as theatre groups and members of local Churches enrich the curriculum as do visits out of school. Children learn well about how to keep safe and lead healthy lifestyles. For example, they see clearly the link between eating fruit and having enough energy in the playground.

Care, guidance and support

Grade: 1

The school provides exemplary care. Teachers promote practical, independent learning enabling children to demonstrate responsibility for what they do. The 'Target Tree' is greatly appreciated by all children because as one said, of this powerful system of personal promises, 'it works because you write up things (on your own leaf) to get better.' Detailed records of learning are kept and these are used very effectively to guide children of all capabilities in what to do next.

Child protection procedures are in place and working well. Supervision is thorough both in and out of school, underpinned by detailed risk assessments. External agencies including the police and social services work closely with the school when required. Outstanding support is provided for children's feelings and anxieties, particularly for the most vulnerable. All are confident of a 'listening ear' when needed. Particular care is taken to include all children in every aspect of school life.

Leadership and management

Grade: 2

Children, parents, staff and governors are pleased to be part of the quest for improvement; they rate the school highly and rightly so. Leadership has a strong influence on teaching and achievement. Moreover, the superb level of care allows children to reach outstanding levels of personal and social development. By the end of Year 2, children have absorbed the school's culture remarkably well. One child wished, for example, 'that no one should be lonely in our school.' The journey towards this enlightened view begins in the Foundation Stage where the level of emotional stability built up in children creates a fertile ground for further growth.

Good management by the headteacher, ably assisted by the deputy headteacher and staff, provides practical ways in which the school's values can be expressed. Capable governors know the school well and fulfil all their responsibilities. The school monitors its own practice well and learns much from what it finds. However, on occasions evaluation is not sharp enough to deduce how well different groups are achieving. Moreover, studies of teaching do not include an in-depth appraisal of children's achievement. Thus, the school does not yet have hard evidence of its strengths and relative weaknesses with which to present its governors. Notwithstanding, leadership and management are good. Recent improvements bear witness to this and there is a capacity to improve even further. For example, the development of outside play for younger children has been excellent and the staff is continually finding ways to make this kind of learning more rewarding.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	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?	2	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?	1	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?	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

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 your help when we inspected your school. We thoroughly enjoyed our visit. I would like to share with you what we thought.

These are some of the things that we enjoyed:

- the way that you seem to enjoy your learning so much
- the calm confidence you show when playing in places like The Filey Fish and Chip Shop
- the outdoor play area - especially the fun you had when it snowed
- the way that all the adults in school care for you and
- the thoughtfulness that you have for each other.

I know everyone wants to do even better and we have suggested two things that will help your school to be even better:

- your headteacher and teachers should look more closely at your assessment results to see how well different groups and the classes have done and make plans for any improvements that are needed
- the checking up on lessons should focus particularly on what kind of progress you are all making.