

Filby Primary School

Inspection report

Unique Reference Number	120806
Local Authority	NORFOLK LA
Inspection number	313746
Inspection date	29 November 2007
Reporting inspector	John Francis

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

Type of school	Primary
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School	53
Appropriate authority	The governing body
Chair	Mr Anthony Elms
Headteacher	Mrs Margaret Baker
Date of previous school inspection	16 May 2005
School address	Thrigby Road Filby Great Yarmouth Norfolk NR29 3HJ
Telephone number	01493 369241
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Age group	4–9
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a much smaller than average primary school serving the village of Filby and the surrounding area. The school was reorganised from a first to a primary school in September 2007 and currently has pupils up to Year 4, but will grow to become a full primary (Reception to Year 6) over the next two years. The original school building is being remodelled and extended and pupils are currently taught in temporary classrooms on the school field. Almost all pupils are from White British backgrounds. The proportion of pupils entitled to a free school meal is below average. While many fewer pupils than average have learning difficulties and/or disabilities, an above average proportion have statements of special educational need. Attainment on entry to the school is broadly in line with that expected for children of this age.

The school has 'Investors in People' status.

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 good leadership and skilful teaching, pupils are making good progress and achieving well. Teachers build well on the children's good start in Reception and by Year 2 and Year 4 standards are above average. The difficulties the school has been working under since moving out of the main building in May have not had any appreciable impact on the quality of learning. This is particularly noticeable for those pupils in Years 3 and 4 who have made significant gains since the start of term. The curriculum is satisfactory but the current arrangements have placed some limits on aspects such as physical education and opportunities for children in Reception to work outdoors. Nevertheless, plans to extend the curriculum through the whole of Key Stage 2 are developing well.

Pupils have responded well to the current situation and their personal development and well-being remain good. In the Reception class, a strong emphasis on care and children's personal development gives them a good understanding of what they need to do to stay healthy and form good relationships. Parents recognise and appreciate the school's strong 'family' ethos where pupils of all ages integrate well. Behaviour is good; pupils respond well to their lessons and show consideration for others in and around school. They are well cared for and procedures to safeguard them are secure. The assessment and recording systems enable class teachers to track pupils' progress and set targets for improvement. However, the school has revised these several times since the last inspection but has not yet agreed one consistent system for use throughout. This is an important issue for the school to address to enable leaders and teachers to track pupils' progress from Reception to Year 6 and set sharp targets for improvement as the school grows.

Through good leadership, the school has continued to progress since the last inspection and demonstrates a good capacity for continued improvement. Governors have a good understanding of the school's work and keep a close eye on the use of the school budget to ensure the school gives good value for money. However, while the headteacher and governors monitor the work of the school through analysing data and observing lessons, this is not sufficiently formalised. Nor are the procedures for evaluating the progress and impact of the school's development plan rigorous enough.

Effectiveness of the Foundation Stage

Grade: 2

Good induction systems help children settle quickly and get a good start to their schooling. Effective assessment and regular checks of children's understanding enable the teacher to track their progress and adapt the activities to their needs. These well-planned activities lead to good progress so that by the time they move into Year 1, the great majority achieve standards that are higher than expected in most of the areas for learning, making particularly good progress in their literacy skills. This is enhanced by the strong focus on developing children's knowledge of letters and sounds. Children's creative development is well catered for through the many opportunities for independent play and the more formal activities supported by adults. These enable children to show initiative and develop confidence, and support their good behaviour and attitudes. Currently, the limited facilities for physical development and for use of the outdoors reduce the options available for fully developing these areas of learning.

What the school should do to improve further

- Implement a whole-school recording system that will enable more effective tracking of pupils' progress and set clear targets for improvement based on good quality information.
- Put in place a systematic, formalised programme of monitoring that will identify and share the best practice in teaching and enable accurate evaluation of the school's action plan.

Achievement and standards

Grade: 2

Pupils make good progress and achieve well. The good start they get in Reception continues through Year 1 and current standards at Years 2 and 4 are above average. With good planning and teaching, pupils in Year 4 have made excellent progress since Year 2. Most of those pupils who have learning difficulties achieve equally well, with good support through teachers' planning and the work of teaching assistants. In 2007, assessments showed standards in Year 2 were above the national average, with the proportion of pupils achieving the higher Level 3 in writing and mathematics well above average. The proportion achieving the higher level in reading was average but below the school's target. Boys achieved particularly well in reading and writing. The attainment of the pupils who had statements of special educational need was very high in comparison with the national average for this group. With the support they receive, this is a continuing strong picture.

Personal development and well-being

Grade: 2

Pupils are caring and have a good understanding of their responsibilities. The whole ethos of the school is successful in encouraging respect for others regardless of differences. As a result, pupils' spiritual, moral, social and cultural development is good, but there are not enough opportunities for pupils to develop a wider multi-cultural awareness. Pupils make a sound contribution to the work of the school through the way they carry out the tasks asked of them. The recently formed school council is playing a part but its development is at an early stage. Good behaviour in and around school keeps everyone safe and ensures that learning in class is not interrupted. This is reflected in pupils' ability to work together successfully and complete what is asked of them to a good standard. Pupils' good attitudes and social skills, linked to good literacy and numeracy skills prepare them well for the future. They have a good understanding of what they need to do to stay healthy, supported through lessons in physical education, science and personal, social and health education. Attendance is satisfactory but, in spite of school's best efforts, affected adversely by holidays taken in term time.

Quality of provision

Teaching and learning

Grade: 2

Teachers have high expectations of pupils' behaviour and application to work. Because of good planning and skilful classroom management, pupils throughout the school achieve well. While teachers' records support this judgement, it is illustrated most strikingly by the work in pupils' books, particularly for those in Years 3 and 4. Teachers' thoughtful marking and assessment means lesson plans target the most important things pupils need to do to improve. Teaching assistants provide good support for those pupils who need additional help. Teachers share the

learning intentions for the lesson with the pupils but these are not always precise enough to allow the teacher and, more particularly, the pupils, to gain a clear view of how successful the learning has been.

Curriculum and other activities

Grade: 3

While the school covers all of the required areas of the curriculum, the current situation places limitations on some aspects of creative subjects and physical education. Other than this, there is a sound balance between subjects and planning enables a smooth transition for children moving from Reception to Year 1. The school is beginning to incorporate the latest guidance for literacy and numeracy into its planning and is making sensible preparations for the expansion of the school to include Years 5 and 6. Teaching some subjects through larger blocks of time allows a good degree of flexibility and enables pupils to use their literacy, numeracy, and information and communication technology skills in practical ways. Pupils like this approach. For a school of this size, there is a good range of enrichment and extra-curricular activities, well supported by pupils and their parents.

Care, guidance and support

Grade: 2

The school, rightly, prides itself on the care it provides. Parents, who have strong links with the school, recognise and appreciate this. All the necessary safeguards are in place to ensure children's safety from harm and to enable them to have secure and trusting relationships with the adults in school. Through individual support programmes, there is good provision for those pupils who have learning difficulties and/or disabilities. Tracking systems are used to accurately assess the progress pupils make and provide helpful information for teachers' planning. Since the last inspection, the school has reviewed and revised its assessment and tracking systems several times. However, the lack of a common approach makes it more difficult for the leaders to compare pupils' rates of progress easily as they move through school. This is the key element missing from the school's development towards the full primary age range.

Leadership and management

Grade: 2

Good management by the headteacher has successfully overcome the difficulties of the school's move into temporary accommodation. Through her good leadership, children's education has not suffered during this time and the school continues to develop and improve. The school's leaders have a clear and accurate view of where the school is and what needs to improve. Governors have a good understanding of the school and provide a good check on its work. A sound development plan guides school improvement and the future direction of the school. However, given the distractions of the building work, monitoring of teaching and learning over the last two terms has been limited, although the headteacher and governors have carried out some helpful classroom observations. With no established programme for monitoring, there has been no sharing of the strengths evident in the teaching seen during the inspection.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

30 November 2007

Dear Children

Inspection of Filby Primary School, Filby, Great Yarmouth, NR29 3HJ

Many of you will remember that we visited your school a little while ago. Thank you for making us so welcome. All of you that we talked with were very keen to share your ideas and show us your work. This letter is to tell you what we found out.

We are sure you are all excited about having a new school, but even in the huts you are using now, you are working hard and learning really well. All of the adults in school take good care of you and work hard to make your school an interesting place to come to. You all do a good job around school by helping where you can and being kind to each other. You told us that everyone in school gets on well and we could see this in the way you worked and played together: well done to you all. You also told us how much you enjoy school, work hard and try your best. We could see this in the lessons we saw and in the good work in your books.

To help you do even better we have asked the teachers to find a better system for recording how well you are doing so they can help you improve further. We have also asked Mrs Baker and the governors to make sure that the teachers share the best things going on in school so that everyone can get even better.

We wish you well in your new school when it is finished. We are sure you will love it and hope you continue to work just as hard and enjoy school as much as you do now.

John Francis

Lead inspector