

Fylingdales Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121528
Local Authority	North Yorkshire
Inspection number	327505
Inspection dates	18–19 May 2009
Reporting inspector	Robert Robinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	54
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr B Sweeney
Headteacher	Mrs Lisa Jones
Date of previous school inspection	22 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Thorpe Lane Fylingthorpe Whitby North Yorkshire YO22 4TH
Telephone number	01947 880429

Age group	4–11
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a much smaller than average school. Pupils come from coastal and rural communities with wide ranging socio-economic circumstances. A below average proportion of pupils are eligible for free school meals. Few pupils have learning difficulties and/or disabilities, although the proportion in Year 6 is broadly average. All pupils are of White British ethnic backgrounds. The school has achieved the Activemark, Healthy School and Inclusion Quality Mark Level 5 (leading school) Awards. There have been substantial staffing changes since the last inspection. The school has reached Financial Management Standard in Schools. The headteacher was appointed from September 2007 having been previously acting headteacher at the time of the last inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Fylingdales is a good school which has made rapid improvements since the previous inspection under the direction of a first-rate headteacher. It is well placed to continue to improve. Parents praise all aspects of the school's work. They were unanimous that the school is, 'well run and managed'. The care, guidance and support for pupils and their personal development are outstanding as is the curriculum. Equality of opportunity is promoted particularly well. As a result all pupils, including those with specific learning difficulties and/or disabilities, flourish and make good progress. Very strong partnerships with outside agencies and with the local community benefit pupils' education greatly.

Pupils' achievement is good. Standards by the end of Year 6 are generally above average and occasionally exceptionally high. Standards have risen in writing to come closer to the above average standards reached in reading. The recent good progress of pupils is a result of the success of leadership initiatives. However, the standard of pupils' handwriting is not good enough and often spoils the presentation of their work.

The school cares for the academic and pastoral needs of pupils exceptionally well. Pupils exercise regularly and take part vigorously in sporting activities. They are very well aware of what constitutes a healthy diet. Older pupils take a lead in running the 'wake-up, shake-up' sessions at the beginning of the school day. They also organise and sell fruits at playtimes. Pupils are mindful of the safety of others at work and play. They thoroughly enjoy all the school provides and attend regularly. Behaviour is exemplary both in lessons and around the school. Pupils are very respectful of each other, staff and visitors. They are well prepared for future learning because of their good grasp of basic skills and superb attitudes to learning.

The quality of teaching and learning is good. Lessons are organised well. Activities are exciting and matched to pupils' levels of attainment. Pupils are encouraged to discuss their learning with others to extend their understanding. Lessons move at a brisk pace. Pupils with learning difficulties and/or disabilities are fully included in lessons and are provided with caring and effective help from teachers and teaching assistants. The teaching is guided by an extremely well thought out and comprehensive curriculum. It assists pupils' outstanding spiritual, moral, social and cultural awareness very effectively, as well as ensuring that pupils' basic skills in literacy, numeracy and information and communication technology (ICT) are developed well through enjoyable and purposeful activities.

The headteacher is given good assistance by able governors and staff. Team work is at the heart of the school. The governors conscientiously carry out their duties in promoting community cohesion. Local links are well established and pupils benefit from the help in school of members of the community. Pupils gain from opportunities to care for the local environment and to find out more about the local heritage.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children have a good start to schooling in the Early Years Foundation Stage. Transition from pre-school providers is carefully organised so children quickly settle. Parents are very appreciative of the care provided for their children. A typical parental comment was, 'A very welcoming safe environment.' The rapidly rising number of children joining the school during the past two years reflects parents' satisfaction and the school's growing reputation within the community.

Children enter Reception with a wide range of skills and understanding, though most children are broadly at age-related expectations. They achieve well because of good teaching and an exciting curriculum. By the time they enter Year 1 their standards are above those normally expected in all areas of learning, including personal, social and emotional development. The accommodation and resources have been improved though 'free-flow' activities between indoors and outdoors are restricted. Plans are in place to improve the access to outdoors. Despite this, staff plan an appropriate balance of indoor and outdoor activities. Children are given opportunities to initiate and extend their learning independently or in small groups. Teacher directed activities, such as developing children's knowledge of letters, sounds and words, are suitably organised. The Early Years Foundation Stage is led and managed well. Welfare requirements are met well. The headteacher is actively training the class teacher to take over responsibility for the management of the Early Years Foundation Stage.

What the school should do to improve further

- Improve the quality of pupils' handwriting to improve the presentation of their work.
- Fulfil the plans to develop the Early Years Foundation Stage accommodation to enable more opportunities for simultaneous indoor and outdoor activities.

Achievement and standards

Grade: 2

Standards vary from year to year because of the small cohorts. Overall they range typically from above average to exceptionally high. Standards in the current Year 6 are above average. In the 2008 national tests at the end of Year 6 provisional results show standards were exceptionally high in English and mathematics and above average in science; all pupils reached Level 4 and a high proportion gained Level 5 in English and mathematics. All pupils, including those with learning difficulties and/or disabilities make good progress and achieve well from their individual starting points. Progress in all classes from Year 1 to 6 is good this academic year and challenging targets are likely to be met or exceeded. Standards at the end of Year 2 in 2008 were above average, particularly in mathematics. Current standards in Year 2 are above average in reading, writing and mathematics. The quality of handwriting is too variable throughout the school. Letter formation is inconsistent and older pupils are reluctant to join up their writing. This is adversely affecting the presentation of otherwise good work.

Personal development and well-being

Grade: 1

Pupils contribute superbly to the smooth running of the school. They have an excellent understanding of what constitutes a healthy lifestyle. An exciting and enjoyable start to the school day begins with pupils, staff and parents being led exceptionally well by older pupils in a dance activity accompanied by popular music. Similarly, at lunchtimes, Year 6 sports leaders engage other pupils in very well-organised games. The school council meets very regularly and school councillors debate articulately how they can improve the school. Pupils are very well aware of safety issues within school and out of school. A number of pupils cycle to school and appreciate the need for cycle proficiency training and the wearing of a helmet. Prominent notices by computers remind pupils of the safe use of the Internet. Attendance rates, although broadly average, fluctuate. In autumn, many parents working in the tourist industry take their children on holiday in term time. In the spring and summer terms attendance rates are above average and improving. Assemblies and lessons focused on social aspects of learning have a

most positive impact on pupils' outstanding spiritual, moral and social development. Links with the local community and a small multicultural school in Wolverhampton extend their cultural awareness. Pupils have a pride in the local area and willingly take part in community events such as litter picking and the 'Blooming Bay-Thorpe' competition.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching has improved since the previous inspection. In lessons pupils are well aware of what they are learning through effective introductions by teachers using interactive whiteboards. Occasionally teachers spend too long instructing, which reduces the time for pupils to work independently or in small groups. Lessons move at a fast pace and no time is lost dealing with misbehaviour. Lots of interaction between pupils and with staff clarify and extend learning. Teaching assistants are deployed efficiently to support different groups of pupils. For example, a teaching assistant developed mathematical skills with a small group using a spreadsheet on computers while the teacher worked with other pupils on activities suited to their levels of attainment. Tasks are interesting and challenging: for example, the teacher asked one group to investigate the frequency of letters and word lengths in different reading books to illustrate a practical use of percentages. Lessons end well with a clear summary of the learning objectives and by the end of lessons pupils are in no doubt about what they have learnt.

Curriculum and other activities

Grade: 1

The school's focus on improving the curriculum is increasingly benefiting pupils' learning. For example, younger children were inspired to write about a fantasy world after a class discussion with a strong emphasis on language development. They then, in small groups, went on to create three-dimensional imaginary landscapes. The linking of subjects together is well established throughout the school and adds purpose and enjoyment in learning. The expertise of staff also enhances pupils' experiences. For example, each week pupils have specific teaching by the subject leaders and teaching assistants for French, ICT, physical education, religious education, science and social and emotional aspects of learning. Visits and visitors are used very effectively to extend pupils' learning: examples include clergy assisting in assemblies and elderly residents listening to readers or showing pupils how to knit. Older residents also help pupils to gain an understanding of the local traditions and skills, such as making nets for lobster pots. Visits around the area have resulted in pupils finding out more about its history. For example, they worked with the staff of a local museum and produced a 'Smugglers Trail' for Robin Hoods Bay. This has been published by the National Parks Authority as a guide for other groups of children and adults.

Care, guidance and support

Grade: 1

All statutory safeguarding procedures are met. Regular routine health and safety checks help maintain a safe learning environment. Risk assessments within the school and for school visits are thorough. The procedures to ensure good attendance are rigorous; parents are reminded of the detrimental effects of insufficient attendance on their children's learning. All absences are linked either to illness or to holidays taken during term time due to parental holiday patterns

determined by their employment in the local tourist industry. The social and emotional aspects of learning programme provides a very strong whole-school approach to pupils' outstanding personal development and well-being. The school is fully inclusive and has received recognition of this through its Inclusion Quality Mark. Vulnerable pupils are cared for extremely well by staff and outside agencies, and as a result they make good progress and, in some areas of learning, catch up with other pupils. The marking of work is detailed, particularly for writing. It celebrates achievement and provides clear targets for future improvement.

Leadership and management

Grade: 2

The enthusiasm and skills of the headteacher have enabled the school to move forward particularly well since its last inspection. The headteacher is highly respected by governors, staff, pupils and parents. Through support from the headteacher and senior teacher, the many teachers new to their posts are quickly developing their roles in managing their areas of responsibilities. The provision for equal opportunities for all pupils is first-class. The school monitors all pupils' progress precisely both within a year and over time. The data also helps the leadership to measure the success of initiatives linked to pupils' rate of progress. Staff are fully aware of each child's pastoral as well as academic needs. The school's self-evaluation is accurate and the school is well aware of its areas for improvement. Governors are well informed through detailed reports from the headteacher and their frequent visits to the classes. They ensure that statutory requirements are met. The school contributes well to community cohesion, especially locally. A monthly detailed review of school life is given in the 'Bay Fair' to keep local residents very well informed of events. Links with a multicultural school in Wolverhampton are exploited during their yearly visit to a local youth hostel. International links are limited. The school provides good value for money. The strengths in the leadership and management and the recent improvements in pupils' progress provide the school with good capacity to continue to improve.

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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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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 eliminated	1
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

I really enjoyed the two days that I spent at your school. You were friendly and courteous and helped me a great deal in finding out about your school. I really appreciated talking to you and seeing you at work. Your school is a good school and is run well by the headteacher, staff and governors. The headteacher has done a first-class job of improving your school since its last inspection. Teaching and learning are good and build on a superb curriculum. As a result, all of you, including those of you who find learning difficult, make good progress in your learning. You are cared for extremely well.

Your achievement is good. In the Early Years Foundation Stage (Reception) the youngest children have a good start to schooling. In Years 1 to 6 you also make good progress. The standards you reach by the time you leave the school are above average.

I was very impressed by your excellent behaviour. You enjoy learning and appreciate all the school provides. You get on superbly with each other and the staff. The school ensures that you are all treated equally well. The school serves your local area very well and provides you with a growing awareness of other communities. You are well prepared for future learning. Your parents are very pleased with the education experiences you have and the care provided for you. I did not receive a single negative comment about the school from them.

The headteacher and governors know how to improve the school further. However, I have asked them to develop the Early Years Foundation Stage accommodation so that children can have more opportunities to choose to work either indoors or outdoors during lessons. I have also noted that often your handwriting is not good enough, so I have asked the staff to help you to improve the quality of your handwriting to enhance the presentation of your work.

I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.