

Filey Church of England Voluntary Controlled Infant and Nursery School

Inspection report

Unique Reference Number	121533
Local Authority	North Yorkshire
Inspection number	327507
Inspection dates	16–17 June 2009
Reporting inspector	Gordon Potter

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	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	260
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	Rev Mary Williams
Headteacher	Mrs Janet Wharrier
Date of previous school inspection	27 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Padbury Avenue Filey North Yorkshire YO14 0BA
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Age group	3–7
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large infant school. The proportion of pupils eligible for free school meals is average. The proportions of pupils from minority ethnic backgrounds and those whose first language is not English are well below average. The percentage of pupils with learning difficulties and/or disabilities is below average. Fewer pupils than is usual leave or join during the school year. Two Nursery classes and three Reception classes make up the Early Years Foundation Stage provision, and children enter these classes in the autumn and spring terms. The school has Healthy Schools Status and the Basic Skills Award.

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 where children enthusiastically enjoy their learning because teachers strive to make lessons fun. Pupils show outstanding personal development because of the extremely high levels of care and support offered by the staff in line with the school's caring ethos, which contributes to pupils' exceptional spiritual, moral, social and cultural development. Typically, parents say, 'my child has been encouraged to develop both socially and academically helping to reinforce our family values and morals, to ensure that she grows up to be a caring and educated individual'.

The school has modelled its teaching and learning and curriculum on the Early Years Foundation Stage framework and emphasises learning through structured play and the use of the outdoor classroom. Teaching and learning are good. Teachers engage pupils in an exciting range of interesting independent and group work activities. Teaching is particularly effective when teachers and teaching assistants work with small groups of pupils on work which is well targeted to pupils' needs. The curriculum is good. It is based on pupils' interests and the development of skills which help pupils to achieve improving standards. It is enhanced by a good range of activities and visits to promote learning and community cohesion. These activities excite pupils and encourage them to explore new areas of experience. However, play activities are occasionally not always challenging enough and pupils lose time and opportunities to develop perseverance and concentration in extended tasks.

Standards are broadly average. Inspection evidence shows that pupils currently in Year 2 are well placed to achieve challenging targets in their tests at the end of this school year. Pupils in all classes make good progress. Their achievement is good. Highly effective care and support from a caring staff promote pupils' excellent personal development and well-being. Academic guidance is good. Feedback to pupils about their work ensures that they know how they are progressing towards their targets. Behaviour and attitudes are good and pupils show remarkable self-confidence and concern for one another and for others less fortunate than themselves. Pupils enjoy school immensely. However, this is not reflected in attendance which is satisfactory rather than good or better, despite the best efforts of the school. Pupils readily take on responsibilities, such as membership of the school council. Pupils have an outstanding understanding of how to keep healthy and stay fit, as the school strongly promotes these qualities. Pupils develop effective life skills as they move through the school because of the varied experiences they receive.

Leadership and management are good. The headteacher provides experienced leadership and has implemented her vision of how she believes children should learn so that the school is a vibrant learning environment. There is good teamwork and the headteacher encourages all teachers and the team of teaching assistants to develop their leadership roles. Well focused and appropriate initiatives have had an impact on improving provision in school and in raising standards. However, data are not used well enough to measure pupils' progress as they move up through the school. While the school has made good progress since the last inspection, this has prevented improvements being more rapid and more effective. The school offers good value for money and has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery with skills and abilities that are often lower than those typical for their age, particularly in communication, language and literacy, and personal and social education. However, children's personal development and well-being are outstanding features of the provision and children are sociable, confident and independent learners who behave well and rise to the expectations held by staff. Good teaching and learning across the Early Years Foundation Stage enable children to make good progress and reach nationally expected standards by the end of Reception. The learning environment is interesting and varied both inside and outside. Well-planned, engaging activities encourage children to make choices and become increasingly independent. Learning activities provide children with many sensory and first-hand experiences. For example, children benefit from and enjoy planting seeds and growing plants and visiting the beach to explore the shoreline. Staff use good questioning techniques to extend vocabulary and extend reasoning skills. Effective transition arrangements mean that transferring from Nursery to Reception and into Year 1 is seamless. All children's individual needs are persistently monitored and evaluated and children with learning difficulties and/or disabilities and those who are vulnerable are well supported. Safeguarding and welfare have a high focus and ensure that children are safe and well cared for. The provision is well managed and provides children with a good start to their education. However, while there is a wealth of data about children, it is not well enough organised or analysed to reflect succinctly their good achievement.

What the school should do to improve further

- Ensure that school data offer a clear picture of pupils' progress from entry to the end of Key Stage 1.
- Ensure that the curriculum is rigorously planned to ensure that all aspects of work are challenging for all children.
- Improve attendance by continuing to work with hard to reach families.

Achievement and standards

Grade: 2

Children make a good start in the Early Years Foundation Stage and continue to do well throughout Key Stage 1. Standards at the end of Year 2 in 2008 were broadly in line with the national average. Standards in the current Year 2 are above average and represent good progress from pupils' starting points which were broadly average on entry to Year 1. Attainment is broadly average in Year 1, although this again represents good progress for these pupils, who had lower starting points. All groups of pupils, including those with learning difficulties and/or disabilities, make equally good progress because of the high quality provision and support they receive.

Personal development and well-being

Grade: 1

Pupils are extremely positive about their school, enjoy learning and grow quickly in confidence and self-esteem. Their spiritual, moral, social and cultural development is excellent. They have a clear understanding of other faiths and cultures and, through their work on Fairtrade, they know that life for children in other countries can be difficult. Behaviour throughout the school

is good, both in classrooms and around the corridors and playgrounds. Pupils have an excellent understanding of how to keep safe. They play together very harmoniously and are polite and supportive of each other. They understand how to lead a healthy lifestyle very well. Despite the best efforts of the school, attendance is no more than satisfactory. It is adversely affected by the seasonal work in the seaside town and by some hard to reach families. The school council is proactive and has been responsible for improving playground equipment and developing the school garden. Pupils readily take on responsibilities in school, such as acting as play leaders, and are fully involved in the wider community with contributions to local festivals, the church and Filey Lifeboats. Their enterprise skills are well developed through involvement in the Young Enterprise Initiative. These, and the many other skills they acquire, including good skills in information and communication technology, and their good achievement, mean that pupils are well prepared for the next phase of their education.

Quality of provision

Teaching and learning

Grade: 2

Teachers strive to make learning fun and offer a wide range of interesting activities which capture the imagination of the pupils. In all classes there is a strong emphasis on developing children's basic skills of speaking and listening and improving vocabulary. Teachers are particularly successful in directed activities with small groups of pupils where questioning is well focused and work is well matched to the pupils' abilities so that they make good progress. Pupils work well together in the many group work activities in which they are engaged so that their social skills are well developed. Teaching assistants offer clear and focused support to pupils with learning difficulties and/or disabilities. There is good support for all pupils when they access the outdoor learning area which contributes to their enjoyment in learning. At times, opportunities to develop pupils' independence are missed. For example, older pupils do not consistently write the date and title on their work. Occasionally, play activities are not clearly focused on the development of literacy or numeracy skills, work lacks pace and challenge and pupils do not have opportunities to develop extended concentration skills.

Curriculum and other activities

Grade: 2

The school has modelled its curriculum on the Early Years Foundation Stage framework and emphasises learning through structured play and the use of the outdoor classroom. The impact of this on standards in all classes is yet to be seen. However, pupils enjoy lessons and benefit from topics, which motivate them and capture their interest and help them to see the links between subjects. Pupils take advantage of visits to the local beach, museums and library. They enjoy visits from theatre groups, storytellers and people from their local community representing, for example, the church and police. There is a strong programme of extra-curricular activities including swimming, golf and dance, which many pupils enjoy. The provision for promoting pupils' personal, social and emotional development is carefully planned and contributes greatly to their excellent rates of development. The school is in the process of reviewing the curriculum. Currently, the overview is insufficiently detailed to indicate how skills in literacy and numeracy are developed through the topics followed.

Care, guidance and support

Grade: 1

The school is proud of its inclusive nature and pupils benefit from very high quality care and support by all staff. There are effective links with outside agencies and the school encourages parents to help their children to learn by advising them how to support them with activities at home. Pupils' safety is given the highest priority and all procedures related to maintaining pupils' safeguarding and child protection meet current government requirements. Pupils with learning difficulties and/or disabilities and those who are vulnerable or anxious receive sensitive support and achieve well. Overall, provision for these pupils is well planned, their progress is carefully monitored and the skilled team of support staff is appropriately deployed. While attendance is currently satisfactory, it is improving because the school works so hard to encourage parents to send their children to school regularly. Good arrangements are in place to enable all pupils to make a confident transition into junior school. With good support from staff, pupils learn to assess their own progress towards their targets.

Leadership and management

Grade: 2

The headteacher has a clear vision about how she wishes pupils to learn and this is a view enthusiastically shared by leaders and teachers throughout the school. There are clearly identified priorities for school development and the new leadership team has brought about improvements in the Early Years Foundation Stage and challenging targets have led to rising standards. Teachers plan together well to share ideas and to make best use of the outdoor learning area. The school's contribution to community cohesion is well monitored and has had a very positive influence on pupils' cultural awareness. The school's self-evaluation is satisfactory. Although the school has a wealth of data, it lacks a clear, manageable and coherent way of tracking the progress of individuals and groups of pupils which can be understood by all staff and governors. Governance is good. Governors offer strong support to the school and have clear systems to monitor the work in classrooms. Equality is strongly promoted. Parents are strongly supportive of the work of the school.

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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 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?	1
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	3
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	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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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	3
How well equality of opportunity is promoted and discrimination eliminated	2
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

On behalf of the team, thank you so much for making us welcome when we inspected your school. Filey Church of England Infant and Nursery School is a good school. The staff care for you extremely well. They help you to enjoy your learning because they make your lessons fun and effective, and they arrange many exciting activities for you to do.

We were pleased to see that you work very hard and do your best. You care for one another in the playground. We think that you behave well and you look after one another and others less fortunate than yourselves admirably. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you enjoy your lessons and that you like your teachers. You said you appreciated the activities the school provides for you, such as visits and sports. Your parents and carers like the school very much, especially the way in which your teachers care for you and help you to enjoy your learning.

The way your school is led and managed is good. Leaders and staff work hard to make your learning fun and make you safe and secure in school. We have asked your teachers to do three things to make your school even better.

- Make sure that they know how well you are making progress throughout school.
- Make sure that all the activities you do are challenging.
- Improve attendance.

You can help by continuing to do your very best – as I am sure you will – and by attending regularly.