

Flamborough CE Primary School

Inspection report

Unique Reference Number	117976
Local Authority	East Riding of Yorkshire
Inspection number	358233
Inspection dates	30–31 March 2011
Reporting inspector	Jim Alexander

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Mr Andrew Hirst
Headteacher	Mrs Donna Tandy
Date of previous school inspection	10 July 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons taught by five teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a range of documentation including policies for safeguarding, the school's assessment records and school development plans. The 31 questionnaires returned by parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the school assessment records indicate that all pupils currently make good progress from their individual starting points.
- Whether the quality of teaching and the curriculum are adjusted to meet the needs and aspirations of the more-able pupils.
- How the effectiveness with which the school promotes community cohesion impacts on pupils' spiritual, moral, social and cultural development.
- The impact of leadership at all levels, on raising attainment and accelerating progress for all pupils, particularly that of the more-able pupils.

Information about the school

This is a smaller-than-average-size primary school. Almost all pupils come from White British backgrounds and those from minority ethnic heritage represent a very small part of the school population. The number of pupils known to be eligible for free school meals is above the national average. The proportion of pupils identified as having special educational needs and/or disabilities is in line with the average. The school has gained a number of awards including one for Basic Skills, Healthy School status, Activemark and Silver Eco award. A new headteacher was appointed in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, which provides well for its pupils. It is a happy school, where pupils feel safe. They say that when, on rare occasions, problems do occur they are confident that adults are 'there to help'. Pupils understand the importance of staying fit and well, take plenty of exercise and eat healthily. The school has a calm and harmonious working atmosphere where older pupils take responsibility in a mature and helpful way. This is done without fuss or in an attempt to seek attention or praise, rather with a genuine desire to be caring and helpful.

Attainment is above average and progress, given pupils' average starting points, is good. Attainment by the end of Year 6 has been on a rising trend over a number of years and is exceptionally high in mathematics. Attainment in reading is above average. Whilst attainment in writing has also improved, due to the school's recent focus on this area, it remains broadly in-line with average. This is, in part, because there are limited opportunities to challenge and extend the writing skills of the more-able pupils. Pupils with special educational needs and/or disabilities make increasingly good progress, due to the well-targeted support and the robust monitoring of provision by the headteacher.

Learning and progress are good because of the effective teaching and the pupils' own desire to do well. Most lessons are good, providing opportunities for pupils to achieve well. During the best lessons, activities are pitched at just the right level, providing challenge and excitement for the vast majority of pupils. Their enjoyment of learning is contagious and pupils really spur one another on. Lessons are also supported by well-deployed teaching assistants.

With strong leadership and the commitment of the staff, the school is building on the already good curriculum. The recently appointed headteacher has quickly built a sense of unity and common purpose amongst all staff. The governing body also knows the school well, plays an active part in day-to-day life and asks the right questions to challenge and support the school to improve further. The headteacher has introduced a robust system for tracking the progress pupils make. Leaders have also developed plans for further improvement in school, but these are not focused sharply enough on measurable outcomes for pupils. The school has a drive and determination to succeed and this, coupled with very accurate self-evaluation, provides a good capacity for it to improve further.

What does the school need to do to improve further?

- Raise attainment in English to match that of mathematics, by:
 - – accelerating progress in writing across the school

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- – providing learning activities that are suitably demanding for the more-able pupils in every lesson
- – improving consistency in the quality of marking and guidance offered to pupils so they know how to improve their written work, then providing opportunities for them to practise these skills
- – setting aspirational targets for the more-able pupils beyond those set for others in the class.
- Ensure leaders and managers, at all levels, use the increasing amount of robust information available to develop strategic plans which rigorously focus on improving outcomes for pupils in a measurable way.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy school and this is evident from their above average attendance, punctuality and the enthusiastic way that they speak about their work. During their time at school, most pupils develop good literacy, numeracy and information and communication technology skills and use them appropriately across many areas of the curriculum. They have the ability to work independently or in group activities. This was seen, for example, in a lesson for pupils in Years 3 and 4, where pupils were all exploring different aspects of number. Pupils take pride in their work; presentation is good in books and in the quality of display in the school.

Most children start school with skills that are typical for their age although for some their language development is lower. This varies year by year, however, due to the small class sizes. By the time pupils leave Year 6, their overall attainment is above average. Attainment in mathematics is higher than in English and it is better in reading than in writing. This is especially the case for the more-able pupils. School data, work seen in lessons and pupils' books demonstrate that, whilst the school's measures are helping it to move in the right direction, progress could be faster, especially for the more-able pupils. The good support offered to pupils whose situations make them vulnerable, or who have special educational needs and/or disabilities ensures that they too make good progress as they move through the school.

Pupils are helped to develop confidence and belief in their own abilities to succeed; consequently by the time they leave Year 6 they are caring and independent young people and well prepared for the next stage in their education. Pupils across the school contribute to school life through, for example, the work of the school council or their involvement in the Eco Project. Behaviour in and around the school is good and pupils are good ambassadors for their school when taking part in the visits or residential trips. Pupils' spiritual, moral, social and cultural development is good, due in part to the effectiveness with which the school promotes community cohesion.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Effective teaching, including the good use of assessment, ensures pupils make good progress in their lessons. The overwhelming majority of lessons observed during the inspection were good. Strengths include warm relationships and high expectations. There are well-established routines, which are understood by all. This enables pupils to settle quickly to their work. Teachers have a good awareness of pupils' different abilities. This was observed in the Year 2 class where no opportunity was wasted to ensure pupils' learning was encouraged and extended. Work seen in books, however, shows that, whilst work is often very well-pitched for the majority, opportunities are missed to challenge and extend the writing skills of the more-able pupils. The quality of marking, where best, provides praise and constructive guidance about how work could be improved. In the best examples, teachers then provide opportunities for pupils to practise these skills. This excellent practice is not seen across the school and there remains some inconsistency in the quality of guidance offered for pupils to help them know how to improve the quality of their work. This is particularly the case in writing.

The creative curriculum is meeting the needs and interest of pupils increasingly well and contributing to their enjoyment of school and the progress they are making. For example, the wedding project for pupils in a Year 3 and 4 class was enjoyed by all and stimulated many focused learning opportunities across a range of subjects. The school also provides a wide range of clubs and activities that cater for a broad range of interests.

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The good care, guidance and support contribute effectively to pupils' good personal development and sense of well-being. Pupils say adults 'do lots for them'. The school places a strong emphasis on providing a warm, welcoming, family atmosphere, which fosters respect for one other. This permeates all aspects of school life. Pupils with special educational needs and/or disabilities are supported through increasingly well-structured individual plans and tailored programmes of work. The school works well with families to ensure that these pupils do the best they can.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Improvements in both provision and attainment are being driven by the good leadership of the recently appointed headteacher and the hard-working and committed staff team. Together, they have effectively distributed leadership and management responsibilities so that everyone works to their strengths. The school knows well its own strengths and areas to improve. In a relatively short period of time, leaders have ensured improvement in significant areas and there is a shared, strong determination that this good school becomes even better. An example of this is the robust system to track and monitor pupils' progress. This, coupled with improvements in teachers' assessments, is providing very secure information for leaders to see where strengths are and where specific interventions can be best placed. The system does not, however, ensure enough rigour in setting aspirational targets for the more-able pupils.

The governing body ensures that statutory requirements are met and members use their experience well to improve outcomes for pupils. Their involvement in the enterprise initiative is an example of this. The school has evaluated its provision for community cohesion and promotes this aspect well. Leaders have, for example, made strong links with other schools nationally. This is helping pupils build relationships with others who have different ethnic or religious backgrounds to their own. Safeguarding arrangements are good and well-trained and experienced members of the governing body respond quickly if areas of concern are raised. The school is inclusive, promoting well equality of opportunity and access to educational entitlement. The school development plan, based on reflective evaluation, identifies the right actions leaders need to take to ensure further improvements. The success criteria, however, are not sharply enough focused on measuring outcomes for pupils. Parents and carers work in good partnership with the school to support their children's learning. One comment, 'I could not be happier with the school, especially the last few years', sums up the views of many about the recent improvements.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Reception class. The Early Years Foundation Stage provision is well managed and carefully planned to ensure the interests of children are met. The youngest children are introduced to school life very thoughtfully and encouraged to quickly become independent learners. Their development is carefully assessed and recorded. Children participate in a range of interesting activities, both led by adults and those they choose themselves. They listen carefully and enter confidently into conversations about their work. Adults take every opportunity to challenge and extend all children to reach their potential, which enables gaps in language development to be closed by the time they enter Year 1.

Best use is made of the good facilities available. The small outdoor area is used creatively and matches the indoor provision. Children enjoy the opportunity to choose to work inside or outdoors, although there is a limited amount of large equipment to further encourage children's physical development. Leaders are aware of health and safety issues and daily on-going risk assessments ensure a safe and caring learning environment for everyone to enjoy. Induction arrangements are carefully planned and children work happily alongside pupils from Year 1, which smoothes children's transition into Key Stage 1.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire expressed very positive views about the school. They, and those spoken to, had much praise for the new headteacher. They said their children enjoy school, make good progress and are helped to have a healthy lifestyle. They said that teaching in school is good and that the school meets their child's particular needs. The inspectors discussed with school leaders the very few concerns that were raised. The inspection findings are broadly similar to the views expressed by the vast majority of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Flamborough CE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 97 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	52	12	39	2	6	1	3
The school keeps my child safe	20	65	11	35	0	0	0	0
My school informs me about my child's progress	15	48	15	48	1	3	0	0
My child is making enough progress at this school	15	48	13	42	2	6	1	3
The teaching is good at this school	18	58	12	39	1	3	0	0
The school helps me to support my child's learning	17	55	12	39	2	6	0	0
The school helps my child to have a healthy lifestyle	16	52	11	35	2	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	55	10	32	1	3	0	0
The school meets my child's particular needs	15	48	13	42	1	3	0	0
The school deals effectively with unacceptable behaviour	14	45	15	48	2	6	0	0
The school takes account of my suggestions and concerns	9	29	18	58	3	10	0	0
The school is led and managed effectively	13	42	14	45	2	6	0	0
Overall, I am happy with my child's experience at this school	18	58	11	35	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 April 2011

Dear Pupils

Inspection of Flamborough CE Primary School, Bridlington, YO15 1LW

Thank you for the warm welcome the team received when we inspected your school recently. I would like to let you know our views of your school. Flamborough CE Primary is a good school and you are cared for well. The teaching is good and you make good progress in your lessons. As a result, attainment is improving year on year and by the end of Year 6 you attain above the national average. You are doing much better in your mathematics and reading than you are in writing. I understand that you and the school have been working hard to improve this but I know you are capable of more and so I have asked the school to help you reach even higher levels.

Both inspectors were impressed with your behaviour and your enjoyment in lessons, particularly those that you found challenging and fun. Your appreciation of how to stay fit and healthy is good and you enjoy the many clubs that are on offer. I'm sorry I did not get to see your sword dancing, it sounded exciting! You obviously enjoy school, your attendance is good and many are never late. It is good that so many of you help in the day-to-day running of school. This has really developed a lovely community feel within school.

The school leaders have worked hard to develop a good system to track the progress you are making. They have also made plans to help your school become even better. I have asked leaders to ensure that these plans now focus on how well you do, so they can measure the success of their work.

Thank you for completing the pupil questionnaires and taking time to talk to both of us. Your contribution to the inspection was extremely helpful.

Yours sincerely,

Jim Alexander

Lead inspector

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