

# Filey Junior School

## Inspection report

---

<b>Unique Reference Number</b>	121459
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380247
<b>Inspection dates</b>	22–23 November 2011
<b>Reporting inspector</b>	Andrew Swallow

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	248
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	D Wilson
<b>Headteacher</b>	Harvey McCarthy
<b>Date of previous school inspection</b>	15 January 2009
<b>School address</b>	West Road Filey YO14 9LU
<b>Telephone number</b>	01723 513076
<b>Fax number</b>	01723 516920
<b>Email address</b>	headteacher@filey-jun.n-yorks.sch.uk

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in 16 lessons, taught by 11 teachers. The inspectors held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at the school's improvement plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 85 parents and carers, as well as those from pupils and staff.

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

- It evaluated the pupils' rate of progress and attainment in writing across the school, especially for average attaining boys.
- It looked at the rate of progress made by pupils with special educational needs and/or disabilities and those known to be eligible for free school meals.
- It determined the quality of the teaching of writing across Years 3 to 6.
- It investigated the impact of leaders and managers throughout the school in raising attainment and achievement, particularly in writing.

## Information about the school

Most pupils at this average size primary school are of White British heritage, with very few from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is below average. The proportion with special educational needs and/or disabilities is average. The school has national Healthy School status.

Since the last inspection, the number of pupils on roll has reduced as a result of a falling birth rate in the locality.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Filey is a satisfactory school. It is an inclusive school where pupils behave well and develop strong relationships due to the good pastoral care shown by all adults. Pupils, parents and carers say that it is a safe environment in which to learn. Parents and carers confirm how they feel welcomed in the school. A typical opinion is, 'All the staff are so helpful and friendly, and always there for the children.' The school's partnerships with outside providers add well to pupils' learning and well-being.

Since the previous inspection, much has been done to ensure that classrooms and corridors are bright and stimulating. Access to computers and other technological equipment is good. As a consequence, pupils' skills in using information and communication technology (ICT) are well developed by the time they leave school. The starting points for most pupils when they join school in Year 3 are broadly average. All pupils, including those with special educational needs and/or disabilities and those known to be eligible for free school meals, make satisfactory progress. As a consequence, attainment is average by the end of Year 6. While attainment is average overall, pupils do better in reading and mathematics than they do in writing. Recently introduced strategies to improve the teaching of writing across all years are beginning to narrow the gap between the performance of boys and girls.

Teaching and learning are satisfactory, with some good and outstanding practice. However, some teachers do not always match writing experiences sufficiently to pupils' needs, or check rigorously enough their spelling, punctuation and use of language. Whilst the satisfactory curriculum stimulates pupils' curiosity through the many visits to places of interest, and visitors to school, opportunities are not yet embedded across all subjects to reinforce key literacy skills. Overall care, guidance and support are satisfactory. Support for pupils who are potentially vulnerable due to their circumstances is well coordinated. Although attendance and punctuality are improving, and average overall, the attendance levels of a significant minority of pupils whose families chose to take holidays during term time are not high enough. Pupils make a positive contribution to the school and the local community.

The headteacher has high aspirations for all pupils. Appropriate procedures are in place to confirm the school's performance. Specific strategies have improved outcomes in mathematics, but have not raised attainment enough in writing. The governing body is visible in the school community and understands the strengths and areas for future development. The actions taken to improve attainment in

mathematics and ICT, coupled with an accurate self-evaluation, demonstrates that the school has a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **What does the school need to do to improve further?**

- Raise attainment and accelerate pupils' progress in writing by:
  - ensuring consistently good and better teaching of literacy skills, in all years, especially to improve pupils' spelling, punctuation, sentence construction and use of language
  - maximising opportunities for teachers to model and exemplify effective sentences and paragraphs, and for pupils to talk and share ideas before they begin to write
  - sharpening the use of teachers' assessments in lessons.
- Improve the quality of teaching so that it is at least good across the school by:
  - confirming that planned activities sufficiently challenge all pupils
  - providing constant feedback to all pupils about how well they are doing and the next steps in their learning
  - involving pupils sooner in working with each other to deepen their understanding.
- Ensure that all leaders and managers across the school drive improvement vigorously by:
  - using information about the achievement of different groups of pupils sooner, and more rigorously, to pinpoint and address underperformance
  - focusing the monitoring of teaching on the impact that it has on all pupils' learning and progress.
- Raise attendance by:
  - working closely with families and outside agencies to reduce the number of holidays taken during term-time
  - analysing more closely the absence patterns of specific groups of pupils, and setting precise targets for their attendance and coordinating resources to achieve them.

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

<b>3</b>
----------

Most pupils achieve satisfactorily and enjoy their learning. When given the right opportunities, they readily pool ideas and help to develop each other's thinking. For example, pupils in Year 6 collaborated well in groups to produce a rap, using rhyme and rhythm creatively to tell the story of a river's journey, inspired by their work in geography. Pupils of all abilities engage equally in such tasks. Their positive responses help to narrow the attainment gap between different groups, particularly

boys, and for those with specific learning needs and those known to be eligible for free school meals.

Attainment is average overall. It is higher in reading and mathematics than in writing. Given pupils' generally average starting points, the average attainment by the end of Year 6 represents satisfactory achievement. In mathematics, pupils have consistent opportunities to apply the basic skills of addition, multiplication, subtraction and division in solving 'real-life' problems, and to practise regularly their oral calculation skills. In writing, although most pupils achieve satisfactorily overall, some pupils' progress is too uneven. Pupils who have special educational needs and/or disabilities make similar rates of progress to their classmates. This is because they are equally involved in general learning experiences, and benefit from support from other adults in one-to-one and small group arrangements.

Many pupils understand the importance of living healthily, behave well and say they feel very safe in school. They make a good contribution to school life and to the surrounding community. Pupils take seriously their roles as members of the school council and also as sports leaders; they fund-raise readily for national charities and take part enthusiastically in local gardening festivals and sporting challenges. Their social skills develop well and pupils understand right from wrong but there is scope for enhancing their awareness of the culture and beliefs of people from different social and ethnic backgrounds. The large majority of pupils attends regularly and arrives on time. There is, however, a minority whose attendance remains below average, this is largely due to extended holidays taken during term time.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	3
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	3
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers create a supportive environment that ensures all pupils feel involved and cared for. Where learning is at its most effective, stimulating opportunities for pupils to talk and work together develop their good understanding. However, this is not evident in all lessons. A range of questioning techniques encourages pupils to think

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

for themselves. In some lessons, however, teachers provide too much information and do not challenge pupils soon enough to work things out for themselves. When this is the case, pupils' attention wanders and the pace of learning slows. The information gathered about individual pupils is used well by some, but not all teachers match writing activities to the wide range of pupils' needs, and to share what they need to do next in their learning. Not all teachers assess, with sufficient rigour, the progress made by all pupils in lessons. As a consequence, not all pupils understand how well they are doing and whether they could be achieving better, especially in their writing. Indeed, the teaching of writing is inconsistent across the school, especially the modelling of effective sentences and paragraphs. Not all pupils have sufficient time to talk through and draft their ideas, before beginning to write. Adults, other than teachers, often make effective contributions to supporting pupils' learning.

The curriculum is satisfactory. A range of visits and visitors into school extends what is on offer to pupils. Developing links with a local secondary school and a university are at an early stage of providing specialist teaching and raising the aspirations of the most gifted pupils. The varied extra-curricular activities include drumming, cookery and gardening. The promotion of pupils' social and emotional development is strong. Links across all topics for pupils to practise their literacy, mathematical and ICT skills are accelerating learning.

Staff ensure good pastoral care, especially for the most potentially vulnerable pupils. Good partnerships between the school and different specialist agencies impact positively on all pupils. Support for those with special educational needs and/or disabilities is well targeted, although its effectiveness is not always reviewed in full. Improving links with the local infant and secondary schools mean that induction and transition processes are becoming more effective, albeit at an early stage. Adults have high expectations of pupils, resulting in good behaviour and harmonious relationships. While effort is given to support the attendance of pupils who attend intermittently, much more remains to be done to reduce absence and to discourage holidays during term time, especially through closer liaison with the families involved and by setting precise targets for attendance and better coordinating resources.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher promotes high expectations for all learners and ensures efficient day-to-day management of the school. Team work is strong and morale is good. Self-evaluation is largely accurate and appropriate procedures are in place to check the school's work. Nonetheless, checks on all groups of pupils' progress, both during and across year groups, are not as frequent or as rigorously evaluated as they might be. The school recognises that there is scope to strengthen the contributions that all

leaders and managers make to critically judging the quality of learning when monitoring teaching. The school promotes equality of opportunity satisfactorily and is working with some success to narrow gaps in the performance of boys and girls. Staff rigorously tackle any possibility of any discrimination.

Procedures to safeguard pupils are satisfactory. They include appropriate arrangements for recruiting staff and for assessing and eliminating risks. The governing body and staff receive appropriate training on child-protection issues. The school integrates issues about safety into the curriculum well, so that pupils develop a good understanding of how to keep themselves safe. Nonetheless, senior leaders recognise that formal evaluation of these arrangements is not systematic enough. Partnerships with the local university and external agencies enhance the quality of learning experiences for all pupils. Links with parents and carers are also strong and the school’s engagement with them is good. They are kept well informed about their children’s progress and well-being through regular meetings and weekly newsletters.

Governance is satisfactory. The governing body carries out its statutory duties and meets the school’s needs. Most of its members know the strengths and weaknesses of the school, understand the challenges it faces and are directly involved in setting appropriate priorities for improvement. The strong sense of unity within the school is extended by charity fund-raising and concerts for local community residents. However, at present, there are limited opportunities to draw on the rich and divergent backgrounds of people in different parts of the country and across the world. As a result the school contributes satisfactorily to community cohesion.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Over one third of parents and carers responded to the inspection questionnaire, which is close to the average for schools nationally. Almost all responses were supportive of the school. Inspectors share many of the positive views expressed by parents and carers, including those that express confidence in how well adults and children relate to one another. However, inspectors tend to judge most areas of the school’s work and its impact as satisfactory, rather than good. A very small number

of comments expressed negative views and inspectors thoroughly investigated all the general matters raised. Their findings are included within the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Filey Junior 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 248 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	58	32	38	4	5	0	0
The school keeps my child safe	53	62	28	33	3	4	1	1
The school informs me about my child's progress	38	45	44	52	2	2	1	1
My child is making enough progress at this school	37	44	43	51	3	4	1	1
The teaching is good at this school	45	53	37	44	1	1	1	1
The school helps me to support my child's learning	35	41	41	48	7	8	1	1
The school helps my child to have a healthy lifestyle	34	40	43	51	5	6	2	2
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)	28	33	47	55	6	7	2	2
The school meets my child's particular needs	30	35	48	56	4	5	2	2
The school deals effectively with unacceptable behaviour	23	27	51	60	8	9	1	1
The school takes account of my suggestions and concerns	23	27	50	59	4	5	1	1
The school is led and managed effectively	34	40	47	55	1	1	1	1
Overall, I am happy with my child's experience at this school	39	46	41	48	3	4	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



24 November 2011

Dear Pupils

### **Inspection of Filey Junior School, Filey YO14 9LU**

Thank you for your very warm welcome when inspectors visited your school. We really appreciated your help and enjoyed chatting with you and listening to your views. This letter is to let you know what we found out.

Filey is a satisfactory school. Overall, you make appropriate progress across Years 3 to 6, with some of you making good progress and reaching above average attainment in reading and mathematics. Some of you could do better in writing and attain similarly above average standards. We agree with many of you and your parents and carers who told us how kind the adults are and how much you enjoy school. You behave well, feel safe and get on really well together. Many of you set a good example by keeping active and looking after each other at break and lunchtimes. The work of the school council is effective and you clearly enjoy the many opportunities to use information and communication technology, make music and play sport. These things happen because your headteacher and the governing body work hard to improve what is happening in school. One reason for our visit was to see what your school could do better. We have asked your headteacher, governors and teachers to work on some things. We would like them to:

- ensure that you make better progress and reach even higher standards, especially in writing
- make sure that all teaching is good by providing challenging activities and regular feedback to you so that you know whether you are doing well enough and how to improve
- strengthen the contributions of all teachers in checking the quality of the school's work and in making sure that everyone is learning as well as they can
- improve your attendance by reminding your parents and carers how much learning you miss when you are absent for even one school day.

You can all help by continuing to work hard and supporting each other to reach your targets and by coming to school regularly.

Yours sincerely

Andrew Swallow  
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).