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Mrs Maxine Blackburn
Flamborough CofE Primary School
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Dear Mrs Blackburn

Short inspection of Flamborough CofE Primary School

Following my visit to the school on 26 April 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2011.

This school continues to be good.

Since the previous inspection you have successfully taken on the role of substantive headteacher since January 2014. Working alongside the key stage 2 leader and the mathematics subject leader, you have created a leadership team that can readily identify the school's strengths and priorities for further improvement. These are clearly outlined in the school's self-evaluation and development plan. The leadership team has maintained the good quality of education in the school since the last inspection.

You, and your staff, have created an inclusive ethos where pupils' academic and personal development are equally important. Pupils develop good learning behaviours and grow in confidence in your friendly and supportive school. You, your staff and governors, are aspirational for pupils' learning and set high expectations for pupils' achievement.

The school has successfully tackled the two areas identified for improvement at the previous inspection. First, pupils' progress in writing has improved over the last three years, and in 2015 it was significantly above that found nationally. Learning activities are now providing greater challenge for the most able writers. As a result, the proportions of pupils reaching the higher-attainment levels in writing by the end of Year 2 and Year 6 have improved. The school's marking policy has been revised.

Teachers are following the policy consistently and this is helping pupils improve the quality of their writing. The school has set aspirational targets in reading, writing and mathematics for pupils, including the most able.

The second area for improvement has also been tackled and leaders have accurately evaluated the school's effectiveness using a range of information. The school development plan is clearly linked to priorities to further improve pupils' outcomes. The increased involvement of other leaders, staff and governors is enabling greater understanding of the plan across the school community. This plan rightly identifies that there is still work to be done in further increasing some pupils' progress in reading and to tackle the low attendance rates of some pupils.

Safeguarding is effective.

You, and your governors, afford a high priority to keeping pupils safe. Your safeguarding policy is regularly reviewed to ensure that it is up to date. Careful checks are carried out for all staff, governors and volunteers. Where you have any safeguarding concerns regarding people who work with children and young people, you diligently follow the East Riding Safeguarding Children Board procedures. Staff have received safeguarding training and know what to do should they have any concerns. You, your staff and a number of governors, have received training on the 'Prevent' duty. This has improved your confidence in dealing with the risks related to extremism and radicalisation. School leaders respond swiftly to all safeguarding issues.

A small number of parents raised concerns regarding security of access to the school and the supervision of pupils leaving the school. The school has a clear protocol for visitors, including parents accessing the school, and this is by the main entrance opened by staff responding to a buzzer. At the end of the school day, staff monitor pupils leaving school and younger children are handed directly to parents. The school staff observe the playground for older pupils checking for any who have not been met by parents. At the time of the inspection, these protocols were followed.

Pupils are taught effectively about how to keep themselves safe, including when they are online. They have a good understanding of the different forms that bullying can take and know to whom they can talk if they ever have concerns. Pupils say incidents of bullying are rare in their school. The school's records show that incidents of misbehaviour and bullying are infrequent and that these are quickly addressed by the staff. Pupils and staff agree that behaviour at the school is good. Pupils are well behaved during lessons and playtime.

Inspection findings

- You, and the governors, make rigorous use of performance management systems to ensure a climate of continuous improvement for leadership and the quality of teaching. Appropriate professional development for all staff runs alongside effective systems for checking on teaching to make sure that its quality is maintained at a consistently good level. A good example of the impact of this approach is the improvement in the proportions of pupils

achieving the expected levels in phonics (the sounds letters make) following the training provided to staff.

- The governing body has a clear understanding of the school's priorities and the impact of actions taken to improve pupils' achievement. The governance action plan is further developing governors' skills. Governors' abilities to question and challenge school leaders are strengthening leadership accountability.
- Subject leaders have a good understanding of development priorities in English and mathematics. They take effective actions to improve pupils' outcomes and check carefully to see if these are having the required impact. As a result, pupils' progress in phonics, writing and mathematics continues to improve. The English subject leader rightly identifies that pupils' progress in reading is not strong enough and has started taking action to address this.
- The recently introduced systems for measuring and recording pupils' progress in reading, writing and mathematics are generating useful information. Staff are using this information with increasing confidence to support teaching and identify gaps in pupils' learning. Regular reviews are enabling you to promptly respond if pupils are no longer on track to achieve at least the expectations for their age.
- The school's revised marking system helps pupils to readily identify where they are demonstrating learning and informs them how to further improve their work. This approach is used consistently in writing and mathematics.
- Pupils' progress in writing is strong across the school. You have identified that there is still room to improve the quality of handwriting and presentation further. The introduction of 'Be a star' writing books is having a positive impact and further develops pupils' pride in their work.
- You have worked hard to create a curriculum which motivates pupils' learning. Pupils talk enthusiastically about their project work in science, technology, engineering and mathematics subjects. The range of after-school clubs and the school's breakfast club develops pupils' learning and social skills. The school's principles of resilience, respect and responsibility permeate the life of the school and help prepare pupils for life in modern Britain. Opportunities for physical education and sports are well developed.
- Attendance levels are below the national average. You have put in place actions to address the persistent absence of a small number of pupils. You have raised the profile of good attendance across the school and this work with pupils and parents is beginning to have a positive impact. However, there is still further work to be done to fully tackle this issue.
- Pupils' behaviour in lessons and at social times is good. They work hard and are keen to share their learning with adults. Pupils are proud of the responsibilities that they hold. For example, older pupils were keen to share how their roles as 'reading buddies' for younger pupils give them a sense of achievement by helping others.
- You have successfully improved children's outcomes in the early years. In 2015 the proportion achieving a good level of development increased and was well above that found nationally. You have acted promptly to secure a teacher to maintain continuity and good-quality provision for the children during a period of staff absence. Parents comment on the positive support

and guidance their children receive when they start school. This approach, say parents, helps children to grow in confidence and make good progress.

- You recognise that some parents would like to see greater communication between home and school, and this is something the school needs to work on. An example of your improvements in this area is the weekly newsletter 'The Flamborough Flyer'.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the actions started to raise pupils' progress in reading are fully embedded
- the strategies to increase pupils' attendance levels and eliminate persistent absence make a positive difference.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of York, the regional schools commissioner and the director of children's services for the East Riding of Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Michael Reeves

Her Majesty's Inspector

Information about the inspection

During this one-day inspection, I discussed the work of the school with you, the key stage 2 leader and your mathematics subject leader. I talked with pupils about what it feels like to be a member of the school community and looked at the responses from 22 parents to Ofsted's online questionnaire, Parent View. I observed and spoke with pupils during play time and at other times during the day. I held discussions with a representative of the local authority and with three governors who were able to provide me with additional information. I also took into account school documentation, assessment information, policies and information posted on the school website. I considered the responses to the staff questionnaires. Alongside you, I visited every class to observe teaching and learning. We looked at pupils' work to consider the quality of teaching and learning. I observed pupils leaving school at the end of the day and spoke to some parents at that point.