



Filey Junior School

Inspection Report

Unique Reference Number 121459
LEA North Yorkshire
Inspection number 281020
Inspection dates 12 July 2006 to 13 July 2006
Reporting inspector Mrs Linda Murphy CfBT Lead Inspector

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

Type of school	Primary	School address	West Road
School category	Community		Filey
Age range of pupils	7 to 11		North Yorkshire YO14 9LU
Gender of pupils	Mixed	Telephone number	01723 513076
Number on roll	303	Fax number	01723 516920
Appropriate authority	The governing body	Chair of governors	Mr D Wilson
Date of previous inspection	14 February 2000	Headteacher	Mr R Hirst

Age group	Inspection dates	Inspection number
7 to 11	12 July 2006 - 13 July 2006	281020

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school serves the town of Filey and surrounding villages on the east coast. Most pupils are of White British heritage: a few are from minority ethnic groups. A small percentage of pupils are learning English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is below average as is the percentage of pupils entitled to free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Filey Junior School is held in high regard by parents and pupils and adds much to the local community. Its overall effectiveness is satisfactory with some strong features. Pupils enter school with standards that are broadly average for their age. They make satisfactory progress and attain at broadly average levels by the end of Year 6. Over time, the quality of teaching and learning is satisfactory and based on a sound and varied curriculum. Pupils' interests are broadened through an outstanding range and depth of extra-curricular clubs which are very well attended. Leadership at all levels is satisfactory. Standards have been maintained overall since the last inspection which indicates that the school has a satisfactory capacity to improve further. It provides satisfactory value for money. Standards have not risen significantly because the school makes insufficient use of data to identify precisely what needs to be done next. The school's view of itself is too generous because monitoring is patchy and does not fully contribute to improvement. This is weighed against great strengths in the way that the headteacher and staff promote pupils' personal development. Indeed, pupils' behaviour is outstanding because the headteacher ensures that pastoral care is of a high order. He also ensures that pupils make an excellent contribution to the school and local community and that they develop an excellent understanding of how to be safe and healthy. The school works well in partnership with others.

What the school should do to improve further

- Make better use of data to inform the processes of target setting and development planning to raise standards.
- Improve the quality of self-evaluation by implementing more rigorous systems to monitor the quality of teaching and learning.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. It is no better because the school's systems for gathering information about pupils' progress are not consistent. Steady progress is made by most groups of pupils, including those learning English as an additional language and those with learning difficulties and/or disabilities. However, the most able pupils are not always sufficiently challenged. The test results for pupils in Year 6 have varied in recent years but overall the broadly average standards attained at the last inspection are maintained. In 2005 standards in English fell. After this, the school took determined action and, as a result, standards have risen in 2006. The school broadly meets its sensible targets but these are not always sufficiently well founded on reliable data. Pupils are enthusiastic readers and well supported in this through guidance from the school and by their parents. As a result, they make good progress in reading. Pupils reach expected levels in information and communication technology.

Personal development and well-being

Grade: 2

Pupils' good spiritual and moral development is underpinned by the school's adherence to accepted values. Good social and cultural development are equally evident. Pupils thrive in an orderly yet stimulating environment. They enjoy frequent opportunities to share responsibilities through such activities as choir, school council and presenting assemblies. Pupils gain confidence in an atmosphere of trust and respect, learning to recognise and clearly articulate personal feelings and wider concerns. They are consistently positive in their attitudes, good humour and courtesy, often showing exemplary behaviour in lessons and at playtimes. One parent remarked, 'My son has been happy here and that counts for a lot.' Pupils' appreciation of school is widely evident in their enthusiasm for learning, energetic play and busy involvement in extra-curricular activities. Their attendance is satisfactory, although adversely affected by the seasonal nature of parents' work. Punctuality is satisfactory. Pupils feel safe in school, largely free from bullying and enjoy mature, constructive relations with adults. Many gain pleasure and satisfaction from projects concerned with fundraising, healthy living, and improving school facilities. Pupils develop satisfactory skills in literacy and numeracy that contribute to their future economic well-being. They show much concern for others and are able to work independently - salient qualities which equip them for later life.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Teachers enable pupils to work with enthusiasm and enjoyment in all subjects. However there is too much inconsistency in the planning to make sure that all pupils learn well at all times. For example, there is too little planning to match the work to the needs of all pupils, so that the most able, even when given additional work, often do more of the same rather than more difficult tasks. Teachers manage behaviour very well and encourage pupils to help each other, for example, through the use of 'chatterbox partners' or group activities. Teaching assistants are highly effective but cannot be available to help everyone all the time. While much work is well marked with helpful comments, overall assessment is fragmented and does not support good learning. The lack of a rigorous system for monitoring teaching means that inconsistencies are not picked up. The progress of pupils with learning difficulties and/or disabilities is underpinned through clear assessment of their needs.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall, with a marked difference between the statutory curriculum and the wider provision for enrichment. The school teaches all the required

subjects and provides sufficient time for each. Daily assemblies allow pupils time for reflection and celebration, and contribute well to the school's good ethos. However, the planning for literacy, for example, is inconsistent. It allows for satisfactory rather than good progress. By contrast, pupils' personal development and enjoyment flourish through the wealth of extra-curricular activities. There is good individual provision for music lessons and group activities such as sports. The school makes a big contribution to the life of the town. Activities such as the pupils' contribution to a recently published history of Filey and their design and planting of a sea front flower bed all help to develop pupils' confidence, self-respect and pride in their school and town.

Care, guidance and support

Grade: 2

The school provides a secure, healthy working environment and good care for its pupils. The promotion of practical, independent learning invests pupils with responsibility for much of what they do. Staff keep varied records of pupils' achievements, often acknowledging and rewarding progress. Pupils feel that discussing standards and setting targets is too infrequent. Inspectors agree: it results in them not always having a clear picture of what they need to do next to improve. Pupils enjoy very positive relations with adults in school. There are efficient procedures for health and safety, including child protection. Individual needs, particularly learning difficulties and/or disabilities, are appropriately supported. Vulnerable pupils are nurtured and individual talents fostered. Staff use external support well for the benefit of the pupils. Staff work hard to include all pupils in all aspects of school life. Their effective response to pupils' feelings and anxieties prompted one boy's commendation: 'our teachers are always there for us'.

Leadership and management

Grade: 3

Within the satisfactory leadership and management there are important strengths and key areas to develop. The friendly, dedicated and welcoming style of the headteacher and clear focus on pupils' personal development means that parents think highly of the school and that pupils thoroughly enjoy their education. Professional relationships are good and staff are supportive of each other and as a parent explained, 'want the best for the pupils in their care'. However, the pupils' academic progress is not underpinned by rigorous self-evaluation: it is not integral to the school's day-to-day work. Data is collected but not analysed or used well enough to have a great impact on achievement. Neither is monitoring sharply focused. As a result standards vary year on year. Steps the school takes to raise standards are sometimes reactive rather than proactive. Planning the school's development, including planning by subject leaders, is also imprecise and does not always provide clear priorities, although much invaluable, informal discussion helps the school to move forward.

Senior leaders gather the views of pupils and parents and act on the findings appropriately. Good links with local schools aid pupils' transition so that their progress

between schools is smooth. Pupils take with them 'happy and lasting memories of Filey Juniors'. Governors are carefully appointed and have established links with classes so that they shadow a year group throughout the school. The chair is perceptive and ready to give support and act as a critical friend. The school's track record of improvement shows that the capacity to improve further is satisfactory.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for contributing to the inspection, talking about your school and sharing your work with us. We know you are proud of Filey Junior School.

The main strengths are that your behaviour is outstanding and you have good attitudes to your work and play. You have an excellent understanding of how to keep safe and live a healthy lifestyle. Your contributions to the school community, to Filey and the wider world are exceedingly good. Your headteacher and other staff have your welfare at their heart and make sure that they care for you well and that you have equal opportunities in all that the school provides.

To get even better, the school needs to check more systematically how well you are doing and use the information it collects to guide your progress more clearly.

You can help by making sure you know what your targets are and by working hard to achieve them quickly.