



Flamborough Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 117976
LEA East Riding of Yorkshire
Inspection number 285519
Inspection dates 23 May 2006 to 24 May 2006
Reporting inspector Mrs Elisabeth Linley HMI

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

Type of school	Primary	School address	Carter Lane
School category	Voluntary controlled		Flamborough
Age range of pupils	4 to 11		Bridlington, YO15 1LW
Gender of pupils	Mixed	Telephone number	01262 850513
Number on roll	110	Fax number	01262 422046
Appropriate authority	The governing body	Chair of governors	Mrs Liz Hansard
Date of previous inspection	1 January 2004	Headteacher	Mrs Cherlye Adams

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Introduction

When Flamborough C of E Primary School was inspected in January 2004, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of Schools (HMI) and additional inspectors subsequently visited the school on five occasions to monitor its progress. In May 2006, the school was inspected by one of Her Majesty's inspectors and an Additional Inspector.

Description of the school

Flamborough Church of England Primary School is situated in Flamborough near Bridlington in the Diocese of York. There are 110 pupils who attend the school and most of them come from the immediate area; some travel from Bridlington. When children start school, most have skills that broadly meet expectations for their age across all areas of learning. A larger than average proportion of pupils, however, start school other than in the Reception year and they often have a lot to catch up in their learning. The vast majority of pupils are of White British background and none has English as an additional language. The proportion of pupils eligible for free school meals is below average as is the proportion of pupils who have learning difficulties and/or disabilities. Over recent years, many changes in staffing have had an unsettling effect upon the school. Some appointments are still temporary. There are some mixed age classes in school; for example, 13 children in the Reception year are taught with 9 pupils from Year 1. There is also a mixed Year 5 and 6 class; however, Year 5 and 6 pupils are taught as separate classes during the mornings.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils.

The inspection of 2004 required the school to improve standards, teaching, assessment, curriculum and leadership and management. Progress since that time has been satisfactory overall. The recently appointed headteacher has worked hard to build on the progress made by previous acting headteachers. She has united everyone involved with the school in a common purpose to secure improvement. Parents are delighted with the headteacher's 'infectious enthusiasm which is mirrored by other teachers and children'. The attitudes and behaviour of most pupils are now good. Parents are appreciative of the good quality care and support that their pupils receive. The quality of teaching has improved and is now satisfactory. The quality of provision and children's achievement in the Foundation Stage are satisfactory overall. In Key Stages 1 and 2, pupils make satisfactory progress. Although standards are broadly average in Key Stage 1, improved teaching has yet to make a marked impact on standards in Key Stage 2 where they remain below average as a result of weaknesses in past provision. Although many pupils do well in reading, there is room for improvement in writing and mathematics, especially in Key Stage 2. The more able pupils in particular are not always challenged to achieve their best, and pupils with learning difficulties too often do the same work as every one else. This is because the teachers are not consistently making the best use of what they know about pupils' achievement and attainment to pitch work at the right level.

Leadership and management have improved and are now satisfactory. The headteacher provides strong leadership and is helping others to develop their roles. As a result, subject leaders are developing in confidence and governance has started to improve; there is still some way to go. Systems for assessing the pupils' attainment and tracking their progress have improved and are now satisfactory. They are not yet sufficiently rigorous, however, to ensure that challenging targets are set for individual pupils. The school has a reliable picture of its strengths and has appropriate plans to tackle its weaknesses. The school is well placed to continue to improve and provides satisfactory value for money.

What the school should do to improve further

- Raise standards in writing and mathematics, especially in Key Stage 2.
- Use the information from tracking pupils' progress to set challenging targets for individual pupils.
- Strengthen the quality of teaching, particularly in pitching work at the right level for the most able pupils.
- Develop the skills of subject leaders and managers in leading and supporting their colleagues effectively and so aid the raising of standards.

Achievement and standards

Grade: 3

Pupils' achievement is now satisfactory. Over recent years, pupils' progress at Flamborough has not been as good as it should be, particularly in Key Stage 2. In the 2005 national tests for pupils in Year 2, the school's results were better than in 2004 and standards were broadly average. In the Year 6 national tests, however, standards were well below average and too many pupils did not do as well as they should. This picture has begun to change. Children make satisfactory progress in the Foundation Stage overall and when they begin Year 1 their skills are broadly average for their age. Reception aged children achieve well in their personal, social and emotional development because teaching focuses clearly on the promotion of their independence. Records of pupils' progress since September 2005, show that most pupils, including those with learning difficulties, are making satisfactory progress, although standards remain below average in Key Stage 2. The more able pupils do not consistently achieve as well as they can. This is because teachers do not always use what they know about the pupils to ensure that the activities stretch their learning. The school is aware that standards and pupils' progress in writing and mathematics are not yet good enough.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils enjoy school and say that lessons are fun. Attendance is above average. Behaviour is good, although a few pupils quickly become distracted when the pace of the lesson slows. Pupils understand well the system of rewards and sanctions and younger pupils were very keen to explain the importance of listening, reflecting a recent focus in the school. Pupils take part in community events such as those in local churches with which the school has strong links. These links are also supportive of good spiritual development. Older pupils take part in enterprise events where they work with pupils from other schools and local businesses. They gain an understanding of citizenship through participation in the work of the school council. Pupils have a good understanding of healthy lifestyles; they patronise the healthy tuck shop, run by the older pupils, and are particularly enthusiastic about the 'Freddy Fit Circuit' work. Pupils are well aware of their own culture and that of others outside the area and speak with understanding about the need for respect for all. The youngest pupils enjoy and value the time when they reflect on social issues such as sharing and respect.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall. Where teaching is good, lessons proceed at a good pace and the teachers' effective questioning helps to promote pupils' thinking and to push their learning on. This is particularly evident in the Foundation Stage, as

seen in a good lesson when children sequenced numbers to 10 and more able children were challenged to order numbers up to 20. Most teachers work hard to make lessons fun and pupils say they enjoy them. Teaching assistants are used well, particularly to support pupils who have learning difficulties and/or disabilities. Members of staff promote caring relationships with pupils which contribute well to pupils' good behaviour. Pupils' learning is satisfactory overall because teachers' planning to meet the needs of groups of pupils, particularly those who are more able, is not as effective as it should be. Opportunities are missed for pupils to apply their skills to new tasks. The headteacher acknowledges that if standards are to rise, there is a need to strengthen the teaching and ensure that pupils learn at a quicker pace.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall with a number of strengths. The children in the Reception group have a positive mixture of directed and independent work across the six areas of learning and this helps to promote their thinking well within the mixed Reception and Year 1 class. Satisfactory planning overall ensures that pupils in the other mixed-aged class receive appropriate learning experiences. As part of the drive for improvement, some interesting curricular initiatives are being developed; for example, the use of information and communication technology to enliven teaching and inspire pupils' writing. Pupils appreciate these developments and say that they make learning fun. Booster classes and separate provision for Years 5 and 6 in English and mathematics during the autumn, spring and summer terms have provided a valuable lift to performance before the national tests at the end of Year 6. Provision for pupils with learning difficulties and/or disabilities is satisfactory. The programme for personal and social development contributes well to pupils' self-esteem and understanding. The programme of visits and visitors provides good enrichment opportunities and the range of clubs, music and sporting activities is good.

Care, guidance and support

Grade: 2

The care, guidance and support for pupils are good overall. Procedures for ensuring pupils' health, safety and well-being are good; child protection procedures are effective. Pupils feel safe in school and report only very minor squabbles in the playground. They are well supported in learning about dangers in society. There are good procedures for identifying pupils with learning difficulties and these pupils are generally well supported by learning assistants. Support information for these and other vulnerable pupils is good as are the links with outside agencies to aid provision. Guidance for pupils' academic development is satisfactory. Procedures for assessment and recording of pupils' progress are satisfactory. Although information gathered is used to set targets for groups of pupils, targets are not yet as challenging as they should be for individual pupils.

Leadership and management

Grade: 3

The inspection in January 2004 judged the leadership of the school to be poor and management and governance to be unsatisfactory. There have been substantial improvements made since that time and leadership and management are now satisfactory overall. Parents acknowledge the improvements made and are pleased with the good quality of leadership that the new headteacher is providing.

The headteacher provides clear direction and a sense of urgency; parents appreciate the headteacher's 'amazing dedication to the school'. She has worked hard to make an effective team and to ensure that every member of the school community is valued highly. As a result, subject coordinators are developing in their confidence to lead their subjects. An example of where this is becoming more successful is in the Foundation Stage.

The school monitors and evaluates its work satisfactorily and has a reliable picture of its strengths and weaknesses on which it has based an appropriate plan for further improvements. The headteacher has rightly focused upon raising standards, particularly in writing. To this end, effective links with other schools have been made to share good practice and, with support from the local authority, teachers are considering new approaches to their work.

Governance is now satisfactory as is the financial management of the school. A larger than average reserve fund has been allocated for building maintenance, staffing and for resources to improve provision in the library. The school has satisfactory capacity to improve and provides satisfactory value for money.

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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	3	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	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	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	3	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

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To the pupils of:

Flamborough Church of England Voluntary Controlled Primary School

Carter Lane

Flamborough

Bridlington

YO15 1LW

24 May 2006

Dear pupils

The inspectors were pleased to talk to many of you when we visited your school. These are some of the things we found out:

your school has changed a lot and you say it is much better than it was

you and your parents are really pleased with the work of your headteacher who is helping everyone to get better at what they do in school

you enjoy coming to school and say that many of your lessons are now fun

most of you behave well

you do well in your reading

everyone in school works hard to keep you safe and to care for you well.

There are a few things that need to improve and we would like you to help your headteacher and teachers to make them better:

your writing and mathematics

some of you find your work a bit easy and we are asking your teachers to make sure you all have work that makes you think hard so that everyone can do really well

your teachers are going to get guidance from your headteacher and others so that they know what to do to make things even better in different subjects.

Thank you very much for making us so welcome when we visited you. We wish you all the best for the future.

Yours sincerely

Elisabeth Linley

Her Majesty's Inspector of Schools