

Flamborough Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	117976
Local Authority	East Riding of Yorkshire
Inspection number	312767
Inspection dates	10–11 July 2008
Reporting inspector	Joan Elton

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 on roll	
School	110
Appropriate authority	The governing body
Chair	Mrs Liz Hansard
Headteacher	Mrs Cheryle Adams
Date of previous school inspection	1 May 2006
School address	Carter Lane Flamborough Bridlington YO15 1LW
Telephone number	01262 850513
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Flamborough Church of England Voluntary Controlled Primary School is in the diocese of York. It is a small school, where all pupils are of White British origin. The percentage of pupils eligible for free school meals is broadly average and there is a lower than average percentage of pupils with learning difficulties and/or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It has made good progress since the last inspection and is in a strong position to make further improvements. It is very well led by a strong and highly committed headteacher, who has developed the knowledge and skills of staff so that they work confidently as a well informed and talented team. Governance is also good. Governors have supported the school well during this period, efficiently managing finances, monitoring the success of initiatives and encouraging staff and pupils. As a result the school is very well run. It provides a high standard of care, consistently good teaching and learning and an exciting curriculum. The effectiveness of this provision shows in pupils' strong personal development, accelerated progress and improved standards. The school now has the respect of the vast majority of its parents and has become a vibrant centre of village life. 'We have a high degree of confidence in Flamborough School,' writes one parent.

When pupils leave this school, they are confident, articulate and well behaved. They have very positive attitudes to learning and a secure knowledge of basic skills. They know how to keep healthy and safe and have experienced a good range of sporting, cultural and community events. Their knowledge of Britain's cultural diversity is more limited, but they have visited different places of worship and enjoyed the school's multi-cultural celebrations. Most pupils have made good progress this year. Key Stage 1 assessment results (2008) show broadly average standards, compared with exceptionally low results in 2007. Year 6 pupils have achieved well. The standards reached by this group at the end of Key Stage 1 were below the national average, but they are now working at broadly average levels in all subjects.

These improvements are the result of a rigorous tracking system, which enables teachers to set challenging targets for individuals, and consistently good teaching using programmes of study tailored well to meet the needs of pupils. Systematic monitoring by school leaders, well-chosen training and a supportive ethos, where ideas are shared, have all strengthened teaching. Staff are well prepared, enthusiastic and good motivators. They are creative with the curriculum, establishing meaningful links between subjects and devising activities that excite pupils' interests. Their skilful questioning makes pupils reflect and contemplate different viewpoints. Pupils respond by justifying, predicting and projecting into different emotions. This broadens their use of language and extends ideas. Teachers' marking is constructive. It praises effort, accuracy, the development of ideas and originality. Specific guidance on improving the style, structure and coherence of pupils' writing is, however, more limited. As a result, pupils' ideas are not so effectively communicated in writing.

The school takes great care of its pupils. Staff know their pupils well and help them express their feelings; they identify quickly pupils with learning difficulties and/or disabilities so that they receive the appropriate help. The school has built very good relationships with parents, who appreciate the weekly newsletters, along with many other aspects of school life. 'My child has blossomed at this excellent school,' and 'The attitude of the staff team makes people want to get involved,' are just some of the typical comments expressed by parents.

Effectiveness of the Foundation Stage

Grade: 2

Effectiveness of the Foundation Stage is good. Staff work closely together to provide a well balanced curriculum of teacher-led and child-chosen activities, both indoors and out, to secure

children's overall development. Although Reception children are taught with Year 1 pupils, procedures are so well established and there is such a good standard of care that they settle quickly and soon make friends. Staff liaise with the pre-school setting and arrange home visits to ensure children's entry into Reception is as smooth as possible. They also incorporate children's interests in their early planning and develop these throughout the year according to children's response. Good relationships with parents are maintained and fostered so parents help their children at home. The current skill levels of children entering Reception are broadly typical of those expected for this year group, although in the past they have varied, with some working at levels below typical expectations. By the time they enter Year 1, however, because of good provision and a classroom environment that fosters independence, all children reach the expected levels, with many exceeding them.

What the school should do to improve further

- Extend opportunities so that pupils are more aware of cultural diversity in Britain.
- Develop pupils' writing skills so that variety, coherence and detail are used effectively to communicate their ideas.

Achievement and standards

Grade: 2

Currently, evidence shows that pupils in all year groups are making good progress. This includes pupils with learning difficulties and/or disabilities, who also make good progress, similar to their peers. Teacher assessments at Year 2 indicate that standards are now broadly average, with a small number of pupils reaching the higher levels in all subjects. This is significantly better than the school's results in the 2007 Key Stage 1 assessments, which were exceptionally low in all subjects. The improvement has occurred because of systematic phonic teaching and the use of information and communication technology (ICT) to provide programmes better geared to individual needs. At Year 6, current standards are broadly average in all subjects. This represents good achievement as these pupils were below average at Key Stage 1. This progress has resulted from more stable staffing and personalised programmes for mathematics. The current standards represent good improvements from last year's Key Stage 2 test results, which were broadly average in English and science but below average in mathematics with few pupils reaching the higher level.

Personal development and well-being

Grade: 2

These are good. Pupils enjoy school and this is shown in their good attendance. They comment that their teachers are kind and make them feel safe. They know about Internet dangers and quote the school's safety procedures to prevent this. Pupils know how to live a healthy life and are most enthusiastic about their recycling projects to preserve the health of the planet, which have culminated in the school's bronze and silver Eco Awards. Pupils enjoy learning because teachers make lessons fun. They particularly appreciate the wide range of sporting opportunities, recognised in the school's Activemark Award, including residential visits to Robin Wood. They also enthuse about the Jungle gymnasium, drama productions, Church and community events. Pupils' spiritual, moral, social and cultural development is good overall. However, despite some multicultural activities such as Mexico Day and celebrating the Chinese New Year, pupils gain only limited knowledge of British cultural diversity. Pupils enjoy responsibility: they strive to be playground Buddies, classroom helpers and school council representatives. Year 6 are proud

of the 'Potted Sports', they organise for younger pupils and their enterprise activities with other schools. Because staff listen to their concerns and find appropriate solutions, pupils' self esteem is raised and they express themselves confidently. These positive attitudes together with secure basic skills prepare them well for secondary education.

Quality of provision

Teaching and learning

Grade: 2

Consistently good teaching and learning have resulted in good pupil progress. Teachers have extensive subject knowledge and prepare stimulating activities to match children's abilities and interests. They use a wide range of strategies to sustain concentration and so lessons are very effective, building on previous learning. Staff are enthusiastic when teaching and so pupils are motivated to learn.

Pupils with learning difficulties and/or disabilities benefit from appropriate catch-up programmes and are well supported in class. Teachers' marking is generally constructive. Direction in writing, however, is too general. Pupils receive limited guidance about pace, sentence structure, description and linkage to communicate their ideas more effectively. During Art week the interactive whiteboard was used well to draw pupils' attention to specific features, whilst skilful questioning by staff extended discussion to art's emotional impact and the reasons for this. Pupils were highly absorbed in their activities, enjoying the visual and tactile nature of materials. They were also confident evaluating their work and suggesting improvements.

Curriculum and other activities

Grade: 2

The curriculum is good: it is broad, balanced and relevant to the pupils' needs and interests. It rightly gives priority to the basic skills of literacy and numeracy and these are developed across the curriculum. As a result pupils make good progress and this is recognised in the Quality Mark Basic Skills Award. Science is well taught through enquiry and practical work. The school incorporates ICT, collaboration, problem solving and self-evaluation into all its projects so that pupils can learn from each other and acquire independent study skills. Staff make learning interesting by organising challenging activities, visits and visitors. These provide the necessary depth of study to engage pupils in further home study. Special weeks, such as Art and Eco weeks, add variety and excitement to the curriculum as do transitional projects with the secondary school, and modern foreign languages. There is a good range of extra-curricular activities.

Care, guidance and support

Grade: 2

The school takes excellent care of its pupils and they know how to protect their own safety. Statutory requirements for safeguarding are in order and the school regularly updates the training of staff. All health and safety policies, including risk assessments, are frequently reviewed and all staff have basic first aid knowledge. Overall, the school makes good provision for pupils' personal development, although there are few opportunities to experience multi-cultural Britain. Academic guidance and support is good. The school tracks pupils' progress continuously and uses information well to set challenging targets for all pupils, including those with learning difficulties and/or disabilities, and to ensure pupils receive the appropriate support.

As a result, pupils generally know what they have achieved and what they need to improve. More specific guidance is needed to support pupils' writing skills.

Leadership and management

Grade: 2

The leadership and management of head teacher, staff and governors is good. The inspirational headteacher is determined to give every child every opportunity to raise their self-belief so they reach their maximum potential. This vision is shared with staff, governors and pupils so all are motivated to succeed. The headteacher has energised all aspects of school life and by encouragement and training, empowered staff to raise achievement. Teamwork is very strong because of open communication and the sensitive support given to staff as people and as professionals. As a result staff are confident leading initiatives and adapting them to pupils' needs. Governance is good. Governors know their school well and use information from direct monitoring, data and reports to make the most efficient use of resources. This has led to improvements in the school's environment and effective staffing ratios. Plans for future developments are in place and governors are alert to the implications of changing rolls. Governors' responsibilities are clearly defined; they meet regularly and work well together. The leadership team of headteacher, staff and governors has been very successful in fostering good parental relationships and raising the profile of the school in the community. The team has appraised all aspects of school life and successfully raised pupils' achievement personally and academically. As a result the school is in a good position to make further improvements and currently provides good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

13 July 2008

Dear Pupils,

Inspection of Flamborough Church of England Voluntary Controlled Primary School, East Riding of Yorkshire, YO15 1LW

Thank you for the welcome you gave me when I inspected your school. I enjoyed talking to you all and reading your parents' comments, which were most useful. Please thank them on my behalf.

Flamborough Primary School is a good school. Your headteacher and teachers are hard working, enthusiastic and talented. They also take great care of you. I watched a lesson in every class and each time I wanted to stay. It was so interesting and you were so absorbed with your activities. No wonder you say your teachers make learning fun. I'm glad you have so many creative opportunities. I also noticed how well behaved you are and how motivated you become.

Most of you have made good progress this year, both in your personal development and your work. I found this by reading through your books, talking to you and looking at the school's records. Year 6 pupils are leaving having achieved well.

Most of you enjoy school and feel happy and safe there. You know how to keep yourself healthy and are keen to take on responsibilities. You have also experienced an interesting variety of projects, visits and visitors.

I have found two ways in which your school could be even better.

- You need more opportunities to learn about the different cultures of Britain.
- You need more help with writing. You have plenty of good ideas when you write but you don't express them so well because you need more guidance. Your teachers can either give you this before you write or afterwards in their marking.

I hope you continue to enjoy your learning. Have a good holiday!

Yours sincerely,

Joan Elton

Lead inspector