

Filey Junior School

West Road, Filey, North Yorkshire, YO14 9LU

Inspection dates 6–7 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching has not been consistently good, over time, to ensure pupils achieve well by the end of Year 6.
- Some lessons do not involve pupils soon enough in thinking for themselves. The most able pupils are sometimes not stretched sufficiently. Some teachers do not check carefully enough pupils' understanding.
- Although achievement is now improving strongly in the school, the proportions of pupils making and exceeding expected progress in reading, writing and mathematics, over time, have not compared favourably with national expectations.
- The most able pupils do not yet attain high enough standards in writing and mathematics, by the end of Year 6. Not all girls are confident in the use of calculation when problem solving. Some boys do not write fluently, or with enough expression, in longer pieces of work.

The school has the following strengths

- Pupils enjoy coming to school. They are safe and looked after well. Pupils attend regularly and, for the most part, show positive attitudes towards their learning.
- Parents have positive views of the school. They believe that teachers listen to their concerns, and the vast majority say they would recommend the school to others.
- The headteacher is an effective leader, and is well supported by senior leaders and managers. Tough decisions have been taken with support from the governing body, to tackle previously weak teaching, and pupils' below average attendance. The impact of these measures is seen in increasingly good teaching and learning across the school, and rising attendance.
- Changes in governance since the previous inspection have resulted in more rigorous evaluation of the school's work and greater challenge for senior leaders.

Information about this inspection

- Inspectors visited 17 lessons, of which two were joint observations with the headteacher. In addition, inspectors observed adults working with pupils in small groups outside lessons, and listened to Year 3 and Year 6 pupils read.
- Meetings were held with groups of pupils, governors and school staff, including senior and middle managers.
- Inspectors took account of 13 responses to the online questionnaire (Parent View). Inspectors also reviewed 17 staff responses to a questionnaire.
- Inspectors sampled pupils work informally in lessons, and looked at a number of Year 3 and Year 6 pupils' English and mathematics books in detail. Inspectors also reviewed a number of documents, including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governing body meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.

Inspection team

Andy Swallow, Lead inspector

Additional Inspector

Sheryl Farnworth

Additional Inspector

Paul Spray

Additional Inspector

Full report

Information about this school

- This is an average size primary school.
- The proportion of pupils for whom the school receives the pupil premium is above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- All pupils are from White British backgrounds.
- The proportion of pupils supported through school action is above that found nationally. The proportion of pupils supported at school action plus or with a statement of special educational needs is similar to that found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been many changes in staffing including changes to the senior leadership team.

What does the school need to do to improve further?

- Ensure that teaching is at least consistently good so that in all lessons it generates:
 - prompt opportunities for pupils to collaborate, think for themselves, and make good progress
 - frequent checks on all pupils' understanding so that they know what to do next, and so that teachers adapt their work if necessary
 - appropriate challenge for the most able pupils.
 - Sustain pupils' current increasing rates of progress, especially in writing and mathematics, so that they reach at least average standards, by the time of the next inspection, by:
 - improving girls' calculation and problem-solving skills in mathematics
 - enhancing boys' confidence in writing complex sentences, and using a range of language for different audiences and purposes.
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Inspection judgements

The achievement of pupils

requires improvement

- The school's information shows that many pupils in Year 3 work at standards that are below average. Historically, most make no better than expected progress, attaining below average standards in reading, writing and mathematics, by the end of Year 6.
- In particular, too many girls do not achieve as well as they might in mathematics. This is because their general calculation and problem-solving skills are insufficiently developed. Some boys do not write fluently enough, and do not use adventurous vocabulary to good effect, in extended writing assignments.
- Not all of the most able pupils attain the highest standards, especially in writing and mathematics. This is because they often spend too much time completing work that does not challenge them enough.
- Most pupils read regularly and widely. Many say how much they enjoy reading, both in school and at home. The vast majority read fluently and with expression. In lessons, they readily locate information from books, and many can read between the lines of stories, and make inferences about key characters.
- Current pupils' achievement across Years 3 to 6 is improving strongly. Pupils' work indicates that the proportions making and exceeding expected progress in reading, writing and mathematics, are closing on national figures. This is because teaching is improving as a result of the regular sharing of successful practice.
- Pupils for whom the school receives pupil premium funding achieve as well as their peers. Gaps between their outcomes and other pupils, particularly in writing and mathematics, have closed significantly. They make increasingly good progress in lessons. This ensures that their attainment, including those known to be eligible for free school meals, is rising and close to the national average.
- The school promotes equality of opportunity well, providing effective additional support for those at risk of falling behind. In particular, disabled pupils and those with special educational needs achieve as well as their peers. This is because their needs are appropriately met in and out of lessons, and especially by teaching assistants who are productively deployed.
- The teaching of physical education and sport is improving, due to the specialist coaching that teachers receive, funded from the government's recent Primary School Sport funding initiative.

The quality of teaching

requires improvement

- Although the quality of teaching has improved significantly, and much is now good, it is taking time for the full impact to be fully felt on raising achievement. Some teaching still requires improvement. Sometimes teachers give overly complicated instructions at the beginning of lessons. This means that pupils are not involved soon enough in finding things out and thinking for themselves.
- Not enough care is taken in some lessons to check all pupils' understanding. Activities are sometimes cut too short resulting in too little time for some pupils to discuss and exchange ideas to deepen their understanding independently of the teacher. On other occasions, activities are not always adapted soon enough to meet pupils' changing needs. As a consequence, some pupils are provided with the same work, regardless of ability or are left too long working on the same task. This is often the case for the most able learners in writing and mathematics. Both instances lead to insufficient challenge and progress.
- A large proportion of the present teaching across Years 3 to 6 is securely good, and some is outstanding. In the most successful lessons, pupils are quickly involved in the interesting and relevant activities. As a result, they are stimulated from the onset and persevere well. A large proportion of pupils respond positively to the regular opportunities to collaborate with others, and work things out for themselves. In these successful lessons, teachers routinely check pupils'

understanding and adapt activities accordingly to have a positive impact on the quality of learning. As a result, pupils achieve well.

- For example, Year 6 pupils were enthused by the challenge to investigate the geographical and environmental issues, surrounding the coastal landslide that destroyed a local building of historical interest. They cooperated willingly in small teams to discover key information, in preparation for their roles as journalists, on behalf of a local newspaper. Similarly, in a Year 5 mathematics lesson, the vast majority of pupils concentrated well to calculate the areas of irregular shapes. They rose to the challenge posed by the teacher to use given formulae to investigate the areas of more complex shapes, rather than simply relying on counting squares.
- The marking of pupils' work has improved since the last inspection. Pupils are increasingly confident about articulating how well they are doing and the next steps in their learning. In their books, pupils often respond immediately to comments by teachers that require additional evidence or amendments to their work.
- The support that teaching assistants provide for less-able pupils, disabled pupils and those who have special educational needs, is of a good quality. Many teachers communicate well with teaching assistants, and ensure that they provide sufficient opportunities for individual pupils to gain confidence in working things out for themselves.

The behaviour and safety of pupils are good

- Pupils' attitudes to their lessons are almost always positive. On occasions, when teaching is not as engaging as it might be, the concentration of a few pupils wanes, and they become restless and overly chatty.
- Around the school, pupils' behaviour is good and often exemplary. Pupils are polite and courteous to adults and visitors.
- In their roles as school councillors and buddies, pupils go out of their way to ensure that the vast majority relates well to one another and that school is a harmonious place in which to learn and develop.
- Most pupils have a good awareness of potentially unsafe situations and are confident in dealing with them. They are assured in talking about cyber and homophobic bullying. They say that everyone gets on well together in school and that racism and bullying are rare.
- Parents indicate how much their children enjoy coming to school, and appreciate the many different extra-curricular activities and visits on offer. Attendance has improved since the last inspection and is now average.
- The quality of pastoral care and welfare arrangements is good. Teachers and assistants secure effectively the well-being of pupils whose circumstances may make them vulnerable. Pupils say they feel very safe in school and that adults are always there for them.

The leadership and management are good

- The headteacher is aspirational for all pupils. Since the previous inspection, he has developed more robust checking arrangements that now provide an accurate picture of the quality of teaching. Ineffective teaching has been vigorously tackled. Refined tracking systems ensure reliable and accurate information about all pupils' progress. Achievement is rising securely as a consequence.
- Senior leaders share the headteacher's ambition, communicate high expectations, and know what needs to be done next.
- Self-evaluation is accurate and major actions to develop further the quality of teaching and learning, are concerted. They are bringing about marked improvements across the school.
- Performance management of staff is well organised, and appraisal procedures identify precisely individuals' development needs. Training opportunities draw on the experience and expertise of staff within school, as well as those from the local cluster of schools. The headteacher makes the

right decisions about teachers' movements up the salary scale on the basis of robust information about their quality of teaching.

- The school's curriculum is increasingly well matched to pupils' needs. Disabled pupils and those with special educational needs are appropriately catered for, both in and out of lessons. There is a judicious balance of mixed-ability and classes that are set by ability that support pupils' enhanced rates of progress across Years 3 to 6. Work around the school, in pupils' books and portfolios, show interesting studies of world religions and cultures, paintings on silk, clay sculptures, and innovative use of technology to produce 'Dr Who' movie clips, and simple computer programmes. Wide-ranging sporting, musical and drama opportunities, a wealth of extra-curricular activities and links with a school in Tanzania make strong contributions to pupils' good spiritual, moral, social and cultural development. They support effectively the school's drive to promote equality of opportunity and to tackle immediately any discrimination that may arise.
- On the whole, parents believe that the school communicates effectively with them about their children's progress. Good partnerships exist within the local cluster of school.
- The local authority provides effective support to develop new leaders and managers, and enhance the quality of teaching and learning.
- **The governance of the school:**
 - The governing body receives regular and up-to-date information about the performance of the school, including data about how well pupils are achieving.
 - Governors have a good understanding about the quality of teaching. Minutes of governing body meetings show that they are confident in challenging the headteacher and senior staff.
 - Governors have perceptive discussions about the value of spending decisions, in particular the allocation of pupil premium funding. For example, governors have authorised bespoke small group teaching and additional time for teaching assistants to enhance pupils' reading, writing and mathematical skills. They have also authorised assistance for residential and educational visits to boost pupils' self-esteem. Governors have also taken decisions to fund part-time coaching to develop teachers' leadership of physical education, make links with local rugby, tennis and golf clubs to enhance pupils' sporting opportunities, and facilitate more competitive inter-school cross-country, netball and table tennis events, as part of the government's drive to enhance the provision of physical education and sport in schools.
 - The headteacher provides the governing body with detailed information about the salaries of all staff and decisions about individual teachers' applications for promotion. As a result, governors have a good understanding of the effectiveness of the management of teachers' performance throughout the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121459
Local authority	North Yorkshire
Inspection number	425837

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair	Jane Bozeat
Headteacher	Harvey McCarthy
Date of previous school inspection	22 November 2011
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