

Fylingdales Church of England Voluntary Controlled Primary School

Thorpe Lane, Fylingthorpe, Whitby, North Yorkshire, YO22 4TH

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get a good start to their time in school and make good progress overall in the Reception class. Staff provide a warm and welcoming classroom where children thrive and develop their literacy skills well.
- Standards are rising rapidly, particularly in English, as the school has rigorously focussed on improving teaching. Standards in mathematics are also improving. The school has quickly responded to the need to raise standards and improve pupils' progress.
- Teaching is good and some is outstanding as teachers have very good questioning skills. Teachers know their pupils well, providing them with activities that meet their needs and accelerate their progress.
- Pupils' spiritual, moral, social and cultural development underpins pupils' outstanding behaviour and their comprehensive understanding of how to keep safe in a wide range of situations.
- The headteacher is highly committed to the school and its pupils. Her drive and enthusiasm have been instrumental in steering the school through changes in staffing, improving standards and the quality of teaching. She is well supported by a conscientious and hard working staff.
- Governors know the school very well and are highly committed to the school. They provide challenge and support its improvements in teaching and raising standards.

It is not yet an outstanding school because

- Teaching is not yet consistently outstanding because not all teachers use all of the elements of best practice seen in the school.
- New subject leaders do not always possess the skills to help teachers to improve teaching further.
- Standards in mathematics are not yet high enough. Pupils do not have sufficient opportunities to explore mathematics through other subjects, including play in the Early Years Foundation Stage. More efficient methods of calculation are not explained to pupils as early as possible in order for them to reach higher standards in their work.

Information about this inspection

- The inspector observed 14 lessons or parts of lessons of which two were joint observations with the headteacher. He observed groups of pupils working with teaching assistants and specifically listened to Year 1 and 2 pupils read.
- The inspector talked to a range of pupils, including some of the school council, about their work and play in the school.
- Meetings were held with five governors as well as teaching staff, including subject leaders the headteacher and a representative from the local authority.
- The inspector took account of 30 responses to the online questionnaire (Parent View) when planning the inspection and examined staff questionnaires. He met with a group of six parents as well as reading letters and emails from parents.
- The inspector observed the overall work of the school and studied a number of documents including the school's current data about pupils' progress.
- He looked at documents relating to safeguarding, including a sample of risk assessments, governance, behaviour and attendance. He also looked at a range of other evidence including displays, its website and work representing the school's wider achievements beyond the classroom.

Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller in size than an average-sized primary school.
- A below average proportion of pupils are known to be eligible for the pupil premium, which is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.
- A below average proportion of pupils are supported at school action. An average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- The majority of pupils are of White British Heritage.
- A number of pupils leave or enter the school at different times throughout the year.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics, do not apply to this school. When results are reported at the end of Year 6 the number of eligible pupils has been consistently below 11.
- The school has experienced significant changes in staffing over the last two years.
- The school has achieved the Health and Well Being Award, Sports Active Mark and Inclusion Quality Mark awards.
- The Early Years Foundation Stage is currently taught in a Reception class with Year 1 pupils.

What does the school need to do to improve further?

- Ensure that all teaching reflects best practice in the school so that pupils are given a clear idea of how they can be successful with their work, marking gives clear points for improvement and expectations of presentation and handwriting are high.
- Make sure that subject leaders, new to a subject, have the skills to help staff improve their teaching in that subject.
- Raise standards in mathematics by:
 - identifying more opportunities for pupils to use their mathematical skills in other subjects
 - making sure pupils move quickly to more efficient methods of calculation
 - providing more opportunities in the Reception class for children to explore their mathematical understanding through play.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good overall. Standards are rising rapidly, after a gradual decline in previous years, some of which was due to staffing changes. However, as well as small and varying sizes of cohorts there are a growing number of pupils who leave or enter the school at different times making comparisons of the school's data, in respect of test results with that of other schools nationally, insecure.
- Children enter the Early Year Years Foundation Stage with skills that are typical for their age. They often have weaknesses in their reading, writing and calculation skills. They make good progress overall, particularly in developing their literacy skills. Mathematical development is not as strong as they are not given sufficient opportunities to develop their mathematical skills through play.
- Pupils make good progress across Key Stages 1 and 2. In the younger classes, standards are rising rapidly and so, in future, standards by the end of Year 6 will be higher. Standards in reading and writing are above the national average. Standards in mathematics are relatively weaker at both key stages. This is because pupils are not taught early enough more efficient methods of calculation or have enough opportunities to apply their mathematical skills in other subjects.
- Reading is taught well across the school. There is a strong emphasis on reading in every classroom and the school has a sizeable, well stocked library. The school has a systematic approach to teaching phonics (the sounds that letters make) and pupils make good progress in these sessions. By the time pupils leave the school in Year 6 they are fluent readers and read for both enjoyment and for their work.
- Pupils known to be entitled to the pupil premium, including those known to be eligible for free school meals, also make good progress. They attain standards above those of similar pupils nationally by about one term overall, particularly in English. The difference between those eligible for free school meals and those who are not is closing more quickly in English than in mathematics.
- Disabled pupils and those with special educational needs also make good progress. They receive good support from teaching assistants and currently reach standards, across the school, that are above what is expected of similar groups of pupils nationally.

The quality of teaching is good

- Teaching is good and sometimes outstanding as teachers are very successful at meeting pupils' needs in lessons. Teachers have very good questioning skills and this ensures pupils make good progress in their learning and understanding. This was seen to good effect in a science lesson in a Year 2/3 class. The teacher used questioning very effectively and pupils were able to write with accuracy about a creature's habitat. Consequently, pupils made very good progress in their writing as well as in science.
- Where teaching is at its best, teachers ensure that pupils always know how to be successful in the lesson. In a Year 4 lesson, pupils made good progress in their persuasive writing as the teacher ensured pupils knew how to be successful in this form. She displayed 'top tips' for doing well when writing a persuasive letter and, as a result, pupils were more successful in their learning.
- Teachers mark pupils' work regularly and sometimes make comments that help pupils to improve. Comments are not always precise enough to enable pupils to reach the next level in their work. Pupils are not always given time to improve the quality of a piece of work they have been working on. Where teachers make precise comments and give dedicated time in the next lesson to improve, pupils make faster progress. This was observed in Year 5/6 books where characterisation in a story was developed effectively using this method and pupils' work was of a

high quality.

- Where teachers have high expectations of pupils' handwriting and presentation skills, work is produced that is of a higher quality and standard. In some writing books pupils make good and sometimes outstanding progress because their handwriting and presentation skills are more efficient.
- The teaching of reading and writing across the school is good. The successful teaching of phonics provides a good basis for pupils to develop their reading and writing skills. In a lesson in the Reception and Year 1 class, the teacher very effectively ensured that these skills were developed alongside each other. Consequently, pupils made good progress in both their reading and writing. The daily sessions that the school devotes to pupils' basic English skills have helped pupils reach higher standards in their work.
- Teaching assistants make a positive contribution to ensuring that pupils with specific needs are well supported. This was seen in a Year 5/6 class where the teaching assistant, through skilful questioning and appropriate encouragement, provided good support to a pupil with specific needs. She also was very effective at prompting other pupils. Consequently, all pupils made good and some outstanding progress in their work.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well over time in this harmonious school. Pupils say that it is like 'being part of a large family'. They listen attentively during assemblies and are keen to participate in all activities. Records confirm that exceptionally good behaviour is the norm in this school.
- Pupils play and work cooperatively alongside each other. During the playtimes and lunchtimes that were observed on inspection, pupils played well together. Younger pupils were supported with their games and play by older pupils who are 'sports leaders'.
- Pupils told inspectors that bullying was very rare. If anyone had problems, they said, they were confident that teachers and other staff would be there to help resolve them. Pupils had a good understanding of what constituted bullying. They stated that very occasionally pupils may have a problem with each other, but that they often sorted it out themselves.
- Pupils are happy to come to school, although attendance is average. The school is keen to encourage the very few pupils whose attendance is not high to attend more regularly so their non attendance does not affect their progress. The school has a good range of strategies to improve attendance. However, some pupils continue to take time off during term time despite the school's best efforts to ensure they attend well.
- The school's commitment to pupils' spiritual, moral, social and cultural development ensures that pupils relate exceptionally well to each other. They work productively together as partners and as groups in and out of the classroom. They are very keen to learn and some get extremely excited about the day's learning.
- The school's curriculum provides excellent opportunities for pupils to understand how to keep safe in a wide range of contexts. Pupils know about water and fire safety as they have an annual visit to the 'Crucial Crew' which takes them through a range of different safety experiences. They were also exceptionally knowledgeable and confident about how to keep safe on the internet.

The leadership and management are good

- The headteacher provides strong and determined leadership. She has steered the school effectively through a period of turbulence in terms of staffing. All staff in the school are committed to ensuring that pupils achieve as well as they can. They have rapidly raised standards in English and improved the quality of their teaching. They are currently revising their teaching of mathematics to raise standards further.

- The school is rigorous at tracking and checking on pupils' learning and progress. Staff check on every pupil's performance each half term and this has had a positive impact on pupils' progress. The leader in charge of pupils with a range of specific needs has revised how she meets their needs. This new systematic approach has had a very positive impact and standards are rising rapidly for this group of pupils.
- The school sets itself challenging targets to achieve higher standards and to ensure that all pupils achieve as well as they can. In this way the school provides pupils with an equal opportunity to do well.
- Performance management is used well to improve teachers' and leaders' work. Staff have access to high quality training; consequently, teaching is improving and standards are rising rapidly. Teachers are appropriately awarded for their endeavours. The school is aware that some leaders are new to subject areas and do not always have the skills to improve teaching, in their new area, to outstanding. It is already addressing this through training and support.
- The local authority gives good support to this rapidly improving school.
- The school gives due regard to safeguarding and consequently it meets requirements.
- The curriculum provides rich and varied activities for all pupils. Visits and visitors enrich their experiences and meet their needs well. There are many creative opportunities for pupils to develop their understanding of the world. The arts and science are particularly strong areas within the school.
- Pupils' spiritual, moral, social and cultural development is an intrinsic part of the school. Pupils have access to a wide range of cultural experiences, including a strong focus on the local community. Spirituality is a strong feature of the school with pupils enjoying a range of musical and artistic experiences.
- The school works closely with parents to enrich pupils' learning experiences. During the inspection a group of parents were keen to praise the work that the school does to support their children's learning.
- The school works with a range of partners to support its drive to improve further and has strong links to support pupils' wider educational experiences.
- **The governance of the school:**
 - Governors know their school exceptionally well. They have a good range of skills and are well trained. They understand the data relating to the school and national data. They particularly appreciate the challenges that face the school with its small cohorts of pupils. They understand problems regarding changes in staffing and its effect on the quality of teaching. They recognise that the school is improving and are keen for it to do even better by challenging all staff to improve. The school manages its finances well and governors were very aware of how the pupil premium has been spent and the difference it has made to some pupils. Governors all have key responsibilities, including safeguarding, and this ensures they challenge the school to do even better.

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	121528
Local authority	North Yorkshire
Inspection number	411767

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 of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Iain Hodgson
Headteacher	Lisa Jones
Date of previous school inspection	18 May 2009
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