

Flimby Primary School

Rye Hill Road, Flimby, Maryport, Cumbria, CA15 8PJ

Inspection dates 2–3 July 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From very low starting points in the Early Years Foundation Stage, children make good progress in their communication and early mathematical skills. Pupils go on to achieve well overall in Key Stages 1 and 2.
- The headteacher is well supported by other leaders and the governing body. Together they have ambitious plans to further improve the school. Leaders' successful actions can be seen in the initial analysis of the 2013 Year 6 tests, particularly in mathematics. Pupils' annual teacher assessments confirm the improvement in pupils' work.
- Teaching and learning in all classes is good and some teaching is outstanding. Relationships between pupils and teachers are strong helping to create a positive atmosphere where pupils are happy to learn.
- Skilled teaching assistants provide effective support for any pupils who need additional support.
- Pupil's progress is accurately monitored as they move through the school and any underperformance is quickly addressed.
- The school provides a safe environment in which to learn. Pupils say they feel safe and well cared for at school. They are polite, courteous and behave well.
- Pupils are keen and enthusiastic to attend school. As a result, attendance has risen significantly over the last two years and is now above average.
- The rich curriculum provides a varied and exciting range of activities where pupils can explore science activities, celebrate Chinese New Year or work with an artist. This extends pupils' learning, promoting spiritual, moral, social and cultural development well.

It is not yet an outstanding school because

- Pupils do not have sufficient opportunities to develop their writing skills in different subjects.
- When pupils' work is marked it does not always help them to know how to improve their work nor is it linked to their individual targets.
- There are not enough opportunities for pupils to use a wide range of information and communication technology (ICT) resources to help them work independently.

Information about this inspection

- The inspectors observed six teachers and three teaching assistants and visited 11 lessons which included a joint lesson observation with the headteacher.
- Discussions were held with the headteacher, English and mathematics subject leaders, the special educational needs coordinators, pupils, members of the governing body and a representative of the local authority.
- The inspector observed pupils' work and listened to pupils read
- A range of the school's documentation was examined, including the school's analysis of how well it is doing, documents relating to monitoring and evaluation, systems for tracking pupils' progress, documents regarding safeguarding and key policies.
- The inspector took account of responses of the school's most recent questionnaire for parents and 34 responses from the on-line questionnaire (Parent View). Eleven questionnaires completed by staff were analysed.

Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

Ann Firth

Additional Inspector

Full report

Information about this school

- Flimby Primary School is smaller than the average-sized primary school.
- Most pupils attending the school are from White British heritage.
- A few pupils are supported through school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils known to be eligible for the pupil premium is much higher than 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 children who are looked after by the local authority.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of pupils entering the school over the last three years in Key Stage 2 other than at the usual starting times has been higher than average.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently outstanding by:
 - providing pupils with more opportunities to carry out different styles of writing, including longer pieces of writing in subjects other than English
 - ensuring pupils have access to a wider range in ICT resources to support and develop their independent learning
 - ensuring that the school's policy for marking pupils' work is used consistently by all teachers and teaching assistants so that pupils know how to improve their work
 - ensuring that teachers use information from marking pupils' work to identify targets for individual pupils to help them further improve in English and mathematics.

Inspection judgements

The achievement of pupils is good

- Children flourish in the Early Years Foundation Stage because of the high quality care and the support they receive. They learn quickly to play and talk together, share and show politeness and good manners. Relationships between staff and children are very good at this early stage and staff encourage children to develop self-confidence skilfully, understanding the importance of how to behave in a group and how to speak and listen carefully.
- When children start school their skills are well below what is expected for their age, particularly in reading, writing and numbers. Through the wide range of activities provided both indoors and outdoors children make good progress.
- Pupils' achievement through the rest of the school is good so that by the end of Year 6, pupils reach broadly average standards in English and mathematics. Recent initial results for the current Year 6 pupils' national tests show that standards are rising, especially in mathematics and reading. Pupils' writing skills are still not as strong as reading. Writing skills are taught in English lessons, however, pupils do not get enough chances to practise and extend these skills through different styles of writing in other subjects.
- In a Year 5 and 6 mathematics lesson, pupils worked as a whole class as well as in pairs. Pupils enjoyed the challenge of rounding numbers to work out approximate answers, for example 34.2×2.5 . They concentrated well, sharing thoughts with their partner. They talked sensibly when it was their turn to act as teacher for their partner in order to explain the process for working out an answer. Pupils showed 'good habits' when working with numbers, particularly using decimal numbers.
- Disabled pupils and those who have special educational needs are given good support by well-trained teaching assistants as well as the class teacher. They also benefit from small-group or one-to-one teaching when needed, to secure good progress. The small number of pupils from minority ethnic backgrounds or those who speak English as an additional language achieve as well as other groups of pupils in the school.
- Over the last three years, the school has had an increasing number of pupils joining the school during Key Stage 2. Additional provision has ensured that these pupils make the same progress as other pupils.
- Pupils who are known to be eligible for free school meals make good progress. Pupils eligible for pupil premium funding receive extra help from teachers and support staff if needed, enabling them to make good progress. Attainment for these pupils is the same as for other groups. The school has recently created a very welcoming environment, in a separate room, for pupils who attend the nurture group. This provides these pupils with enriching experiences to help them make good progress socially as well as in English, mathematics and other areas of the curriculum.
- Pupils say they enjoy reading. Throughout the school they are able to separate words into sounds and blend them together to say words accurately. From the Early Years Foundation Stage, children sound out letters well, they are confident to 'have a go' and learn new words. As pupils move through school, they begin to enjoy favourite books, for example, adventure or comedy and look for specific authors when choosing a new book.

The quality of teaching is good

- Teaching is good and sometimes outstanding. Teachers' enthusiasm and good subject knowledge means that lessons are well planned. Through asking questions that make pupils think and ensuring that lessons have good pace, pupils are involved and kept busy during the entire lesson.
- During a Reception Year lesson, children were discussing the contents of a treasure box. The teacher gave children clues to help them think about what the objects could be. The teacher

encouraged children to talk about what they thought was in the box in order to develop children's speaking and listening skills. Children then enjoyed drawing their own treasure box and showing what would be in it, using their early writing skills.

- Teachers make good use of ICT to excite and encourage pupils during lessons. However, there is not a wide enough range of ICT resources for pupils to use in order to help them develop their independent learning skills.
- The work of teaching assistants is highly valued. They make a strong contribution in pupils' learning usually working alongside teachers as well as helping by working with individual pupils, small groups or with the nurture group.
- Pupils' work is marked regularly and fulsome praise given. However, marking is not always consistent across the school or across English and mathematics. This means that pupils do not get enough information on how to improve their work. As a result, the targets pupils have are not always specific enough to help them improve their work in English and mathematics.
- Teachers manage their classes extremely well. Established routines used by all adults ensure that pupils' behaviour always supports their learning well. Partner work is organised very well and teachers use this effectively to promote pupils' learning.
- Most parents who responded to the on-line questionnaire considered children are taught well and make good progress.

The behaviour and safety of pupils are good

- Behaviour in lessons and around school is good overall and sometimes outstanding. Pupils are respectful of each other. This consideration has a positive impact on the quality of pupils' learning and contributes well to the caring ethos which is evident throughout the school.
- Pupils have extremely positive attitudes to learning. This can be seen as they come in after break times and are swiftly in their classrooms ready to work.
- Pupils say they are well cared for and feel safe at school. They say there has been bullying but through finding out about what bullying is, for example name-calling or cyber-bullying, they are now better equipped to deal with it. Pupils report that they fall out occasionally but there is no longer any bullying.
- The school works closely with parents and over the last two years attendance has risen successfully so that it is now above average. Pupils say they enjoy school because they like meeting and playing with their friends and because teachers make lessons fun.
- Pupils are pleased with the success of the buddy system at break time. They talk enthusiastically about being a buddy and wearing tabards so they are clearly identified to help other pupils if needed.
- The school council are proud to be able to help the school improve. Funds have been raised to purchase a 'Buddy Bench' for the playground as well as supporting a wide range of charities.

The leadership and management are good

- The headteacher provides clear and strong leadership. She is well supported by the deputy headteacher and other leaders. The senior leaders have a united ambition for the school and are determined to achieve the highest standards. They have a good understanding of its strengths and how to improve further. Improvements in reading and mathematics as well as attendance over the last two years show strong abilities to sustain improvement.
- Procedures to check the performance of teachers, for example through observing lessons and checking pupils' books, are robust and the school is careful to reward teachers who meet their targets. Effective performance management has led to good opportunities for teachers and teaching assistants to take advantage of different kinds of training. For example, whole-school training has led to improvements in mathematics.
- A strong leadership team has established a wide range of systems to check on the school's work

to make sure that pupils make good progress. A comprehensive range of support is put in place swiftly when pupils need extra help.

- All staff support pupils' individual needs equally to eliminate discrimination, making sure that all pupils achieve well. Staff are extremely committed to their work. The staff questionnaire reflects high morale and good team spirit.
- The school has a good partnership with the local authority which has provided valuable support and monitored lessons in order to help the school improve teaching even further.
- The school takes every opportunity to make pupils' experiences as exciting as possible in order to extend their spiritual, moral, social and cultural development. The many clubs after school provide pupils with opportunities to sing, take part in sporting activities, or cook. Years 4, 5 and 6 travel to Edinburgh for residential experience in a city. African drummers and dancers have performed in the school with pupils and a team of 'Mad Scientists' encourage pupils to explore and investigate while making a mess!
- **The governance of the school:**
 - The governing body provides support and challenge to senior leaders, sharing their ambition to achieve high standards. It has a good grasp of the school budget, including pupil premium funding, making sure it is used to support pupils in order to promote good achievement. Governors regularly make informal visits during the day which involves visiting lessons and talking with staff and pupils. In working closely with the headteacher, governors are fully informed of how well the school is performing. They have an accurate view of the quality of teaching and check the way staff move up the salary scale. The governing body makes sure that arrangements for safeguarding are in place and that the school is safe and secure.

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	112421
Local authority	Cumbria
Inspection number	411971

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair	Jimmy Nelson
Headteacher	Jacqui Wilson
Date of previous school inspection	12 December 2008
Telephone number	01900 812264
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