

Inspection of a school judged good for overall effectiveness before September 2024: Filey Church of England Nursery and Infants Academy

Padbury Avenue, 41, Filey, North Yorkshire YO14 0BA

Inspection dates:

17 and 18 June 2025

Outcome

Filey Church of England Nursery and Infants Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteachers of this school are Angela Clark and Hannah Stubbs. This school is part of Ebor Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gail Brown, and overseen by a board of trustees, chaired by Debbie Clinton.

What is it like to attend this school?

Pupils enjoy attending this nurturing school. They live by the 'golden rules' and behave well. Pupils learn about their mental health and well-being. They know how their brains work. Pupils use breathing and yoga techniques when they want to feel calm. They are increasingly able to manage their own emotions and responses.

In lessons, pupils use the 'power of 3' behaviours to be ready for learning. Staff have high expectations. Pupils quickly respond to adults' instructions. Pupils enjoy their lessons and remember what they have learned before. They make good progress. Most are ready for the next stage of learning in the junior school.

Pupils feel safe in school. They know that all adults care for them and will help them. They learn how to stay safe in school and out. For example, pupils learn to swim because they live close to the sea.

Pupils enjoy a range of experiences, trips and visitors linked to their learning. They are active members of the local community, performing in church and visiting a local care home regularly. The school parliament members vote for charities to support. The school is currently supporting a dementia charity, which links to their work in the community.

What does the school do well and what does it need to do better?

The school has carefully improved its curriculum since the last inspection. The whole teaching team was involved in designing the curriculum and ensured that it included the precise knowledge and vocabulary that it wanted pupils to learn in each subject. Clear links between subjects help pupils to remember more. The mathematics curriculum was adapted to ensure that pupils have more opportunity to practise reasoning and problem-solving skills. Staff have a secure subject knowledge and deliver the curriculum confidently. They carefully check what pupils remember.

Pupils learn to read quickly. They achieve well in national phonics checks. Teaching begins in the nursery where children learn sounds through songs, stories and rhymes. Staff deliver phonics lessons consistently well across school. Additional support is quickly put in place for any pupil who falls behind. Some pupils with special educational needs and/or disabilities (SEND) have adapted phonics lessons to ensure that they keep up with their peers. The school provides books that match the sounds younger pupils learn. Pupils across school enjoy reading. The school has provided a range of quality texts for pupils to read. Pupils and parents enjoy reading on the 'big red bus library' in the playground.

Recent changes to the writing curriculum have ensured that pupils learn to write in a structured and sequenced way. However, transcription skills and handwriting presentation are inconsistent across school. There is variation in how well staff teach the handwriting curriculum, which means some pupils do not develop automaticity and fluency in handwriting.

The school is very inclusive. Staff quickly identify any additional needs that pupils may have. They work with families to ensure that support is effective for pupils with SEND. The school supports staff to ensure that they have the knowledge and skills they need to adapt lessons effectively for pupils with SEND. Staff make adaptations to their teaching, when necessary, to ensure that pupils with SEND work alongside their peers and achieve well.

Pupils can recall learning from religious education lessons about Christianity and Islam. The school ensures that pupils learn about the world. They know what impact they can have in the future. Using a software programme, pupils 'fly' to other countries and watch how other people live. After watching how children in Africa collect plastic to recycle, pupils did the same here and made items from the plastic they collected. The school holds an annual enterprise fair for each class. Pupils sell items they have made and use this to calculate profit and loss.

Leaders, including trust leaders and governors, are determined that pupils will achieve well. They care deeply about the whole community and support the whole family, not just the child. Parents are regular visitors in school, and they appreciate the weekly communication through a school newsletter. Their views about the school were very positive, overall. Staff are proud of their school, and they feel very supported by senior leaders. Subject leaders enjoy the benefits of the networking opportunities that the trust offers the school. Leaders at all levels have high ambitions for the pupils in this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that pupils' writing transcription skills are securely embedded. Too many pupils move through the school with a lack of fluency in writing. The school should ensure that the planned handwriting curriculum is taught consistently well so that pupils develop automaticity and fluency in handwriting.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in January 2020.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144274
Local authority	North Yorkshire
Inspection number	10346686
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	Board of trustees
Chair of trust	Debbie Clinton
CEO of the trust	Gail Brown
Headteachers	Angela Clark and Hannah Stubbs
Website	www.fileyinfants.ebor.academy
Date of previous inspection	14 January 2020

Information about this school

- This school is part of the Ebor Academy Trust.
- This school is part of the Diocese of York. The last inspection of the school's religious character took place in July 2024. The next inspection will be due around 2029.
- The school provides a breakfast club and an after-school childcare provision for pupils.
- The school has a co-headteacher model in place.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector met with senior staff in the school. This included the two headteachers. The inspector also met with governors, the trust safeguarding officer, director of learning, trustees and the CEO of the trust.
- The inspector spoke to pupils formally and informally about their learning and their experiences at school. She also spoke to parents at the school gate.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour throughout the school day, including during lesson visits and at lunchtime. The inspector spoke to a group of pupils about their views on behaviour at the school.
- The inspector reviewed the parental responses received through the Ofsted online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted's staff questionnaire.

Inspection team

Helen Haunch, lead inspector

Ofsted Inspector

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