

Fleckney Church of England Primary School

Inspection report

Unique reference number	120129
Local authority	Leicestershire
Inspection number	379961
Inspection dates	7–8 March 2012
Lead inspector	Richard Marsden

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	365
Appropriate authority	The governing body
Chair	Linda Marshall
Headteacher	David Harvey
Date of previous school inspection	22 January 2009
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Telephone number	0116 2402288
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Age group	4–11
Inspection date(s)	7–8 March 2012
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Introduction

Inspection team

Richard Marsden

Additional inspector

Christopher Webb

Additional inspector

Yvonne Watts

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 20 lessons taught by 16 teachers. They spoke with parents and carers, and held meetings with pupils, staff and members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work and examined safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and its plans. They read the responses to questionnaires from 272 parents and carers, 30 staff, and 100 pupils.

Information about the school

The school is larger than the average primary school. Most pupils are White British, with a few from other backgrounds. Very few speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is just below the national average, although the proportion who have a statement of special educational needs is well below average. The proportion of pupils known to be eligible for free school meals is below the national average.

The school meets the government's current floor standards, which determine the minimum expectations for pupils' attainment and progress. It has gained many awards, including national Healthy Schools Status and the International Schools and Artsmark awards, and was commended for 'exceptional delivery' in gaining a National Sports Strategy Award.

A private before- and after-school provision operates on the school site. It is not managed by the governing body and is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school where pupils achieve exceptionally well. It is held in extremely high regard by parents and carers, not just because of pupils' impressive academic achievement, but also for the exceptional standards of care and the well-rounded education it provides for all pupils.
- Pupils' attainment is broadly in line with national expectations on entry, although often limited in communication, language and literacy. The pupils make outstanding progress through the school so that, by the time they leave, attainment in English and mathematics is well above national averages. The proportion reaching National Curriculum Level 5 in mathematics in 2011, for example, was almost double the national average. The challenge for the school is now to sharpen planning so as to make provision for more pupils to reach Level 6.
- The outstanding quality of teaching in all years ensures that pupils engage enthusiastically in their learning and are eager to work hard. Guidance given to pupils through marking is of exceptionally high quality. It shows pupils very clearly how well they are doing and how to improve their work.
- Behaviour and safety are outstanding. Pupils enjoy school and speak enthusiastically about all aspects of it. They are well known and valued as individuals and the promotion of respect for themselves and other people is at the heart of the school's work. Attendance is consistently above average.
- The leadership of teaching and management of performance are excellent. Staff at all levels are united in striving for excellence. Leaders have a sharp insight into strengths and opportunities for further improvement. Pupils are very well aware of the diversity of modern society and well prepared to take their places in it, although they have only limited opportunities for first-hand interaction with children from different backgrounds and circumstances.

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What does the school need to do to improve further?

- Raise attainment in English and mathematics further by July 2013 by adjusting teachers' planning so that it makes provision for larger numbers of pupils to reach National Curriculum Level 6 in these subjects by the end of Key Stage 2.
- Strengthen pupils' cultural development further by increasing opportunities for them to have first-hand interaction with their counterparts from different backgrounds and cultures.

Main report

Achievement of pupils

The overwhelming majority of parents and carers say that their children are making good progress and the inspection confirmed that it is outstanding from the Early Years Foundation Stage onwards. A clear emphasis on the teaching of basic skills of literacy and mathematics in the Reception Year lays solid foundations for pupils as they move into the main school. By the end of Year 6, attainment is well above average. The proportions of pupils attaining the higher National Curriculum Level 5 in English and mathematics have increased over time. A few pupils reach the exceptionally high standard of Level 6.

There is no significant variation in the achievement of boys and girls. Disabled pupils and those with special educational needs also make exceptionally good progress. Their achievements are tracked carefully and they are supported well in lessons and in separate activities, such as focused withdrawal groups. Pupils known to be eligible for free school meals also achieve very well.

In the lessons observed, pupils showed very high levels of concentration. They listened to very clear explanations by teachers and responded well to opportunities to discuss ideas in small groups and to do 'hands-on' tasks. They rose very well to the challenges they were given. More-able pupils in Years 2 and 6 read very fluently and impressed the inspector with their quality of expression. They talk enthusiastically about what they enjoy reading and why. Lower-attaining pupils in these years also show an appropriate grasp of the principles of reading. They showed how they tackle unfamiliar words using 'blending' techniques. In all subjects, pupils use appropriate technical vocabulary with confidence.

Quality of teaching

Almost all parents and carers say that their children are taught well. The pupils agree and inspectors found teaching to be outstanding in all year groups and in the majority of lessons observed. Teachers use what they know about pupils' prior

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attainment to plan tasks that are matched to pupils' needs very well and are well placed to improve this aspect even further. Teachers' subject knowledge gives them confidence and enables them to give clear and succinct explanations so that pupils are crystal clear about what is expected of them. Teachers relate subjects to real life, and this deepens pupils' interest and engagement. In a mathematics lesson, for example, pupils were excited to view a video giving them a personal 'mission' to improve the school garden. This led to a variety of mathematically based problems, which the pupils tackled with energy and enthusiasm. In a lesson with a younger class, the teacher, skilfully, drew the pupils into an atmosphere of awe and wonder as they considered how a writer creates atmosphere and tension in an imaginative tale. They were very highly motivated when they moved on to produce writing of their own. Teaching in the Reception Year helps to develop confidence and independence. It includes a good balance of teacher-led tasks and those chosen by the children themselves.

Teachers mark pupils' work conscientiously and their feedback is of consistently high quality. Their comments show pupils very clearly how well they are doing and how to improve their work. Pupils say they find these comments extremely helpful in promoting their progress. Homework is also used well and sometimes very creatively to promote learning.

Teaching promotes literacy and numeracy very effectively across different subjects, not just in English and mathematics, and skills in information and communication technology. Pupils' spiritual, moral, social, and cultural development is promoted extremely well in lessons as well as at times such as assembly and church visits. Pupils show high levels of self-esteem, resilience and perseverance. When given opportunities to reflect, pupils make thoughtful and sensitive responses. They listen with keen interest and respect to the views of others. Through visitors and links with schools overseas, the school informs pupils very effectively about the diversity of the world beyond their immediate community. Opportunities for actual, first-hand interaction with people their own age from contrasting backgrounds and circumstances are underdeveloped, however.

Behaviour and safety of pupils

'The relationships between pupils and the support they give each other are a credit to the school.' This comment was typical of many in the parental questionnaires. Parents and carers and pupils themselves state accurately that behaviour is outstanding and that pupils are very safe at this school. Pupils show an excellent understanding of how to keep themselves safe in a range of situations, including on the internet. They show a keen understanding of different types of bullying, but they, as well as their parents and carers, say that no bullying of any kind is tolerated and that, if any were to occur, they are confident that teachers would take swift and appropriate action. Pupils listen very well to adults and to each other. Exemplary behaviour in lessons enables teachers to teach creatively and pupils to learn effectively.

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Routines and high expectations are made clear from the outset. Children in the Reception Year respond well to the warmth and encouragement shown by adults as they are introduced to the clear routines. In a caring and nurturing environment, they develop their social skills rapidly, leaving their parents and carers confidently, taking turns and helping with jobs such as clearing up. Older pupils are proud to take on jobs around the school. They support younger ones, for example at lunch and playtimes, taking roles as safety officers or play leaders very seriously. Pupils say their views are listened to, not only formally through the school council, but also informally. Relationships show high levels of mutual respect.

The school gives high levels of support for pupils whose circumstances make them potentially vulnerable. Inspectors found telling evidence of ways in which such support has enabled these pupils to conform to the expected standards of behaviour and work and to make rapid progress in their learning so that their achievement is in line with that of other pupils.

Leadership and management

The headteacher and other leaders have successfully tackled the areas for improvement raised at the last inspection. For example, teachers are now much more effective in using what they know about what pupils can do already to ensure that the work they set is engaging and challenging. As directed at the last inspection, pupils have much greater awareness of the diversity of life in multi-ethnic Britain. Staff are highly supportive of one another and enthusiastically take up opportunities to develop their skills and expertise for the benefit of the pupils. Any staff training focuses squarely on bringing about improvements for pupils and is evaluated rigorously to ensure that it does so. This strong track record of improvement indicates that the school is very well placed to improve.

The governing body is exceptionally well informed and well organised. Its members are involved very closely in the life of the school, making regular visits, both formal and informal. They hold the school to account for its performance very effectively and support the headteacher and staff exceptionally well in order to secure the very best for pupils.

The school provides a broad and balanced curriculum, which meets the needs of all groups of pupils very well and enables them to make outstanding progress. It promotes their spiritual, moral, and social development exceptionally well. There is a wide range of extra-curricular activities, which include such things as cookery, touch typing, and a history club, as well as sport and music. Pupils have opportunities for instrumental music tuition and sing at prestigious venues such as the Royal Albert Hall. Visits out of school and visitors and themed weeks such as Japanese Week bring learning to life for pupils and add excitement to their education. Three residential visits not only provide memorable cultural and historical experiences, but also opportunities for team- and confidence-building activities in an adventurous environment.

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Leaders take great care to ensure that all pupils have equal opportunities. No pupils, including disabled pupils and those with special educational needs and those known to be eligible for free school meals, are excluded from any activity. Leaders discharge their duties regarding the protection and safeguarding of children with great diligence. They keep this aspect under regular and rigorous review to ensure that all statutory requirements are met and that best practice prevails.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 March 2012

Dear Pupils

Inspection of Fleckney Church of England Primary School, Fleckney, LE8 8BE

Thank you for the welcome you gave us when we visited your school. It was a great pleasure to meet you. We came to find out what your school does well and how it might be improved. We listened to your views as well as those of the adults and a special thank you to those who completed questionnaires. Your school is outstanding and your parents and carers are right to be extremely pleased with it. These are the things that particularly impressed us.

- Teachers look after you very well and keep you safe.
- You make outstanding progress and by the end of Year 6; the standard of your work in English and mathematics is much higher than it is in most other schools.
- Your behaviour is outstanding. You are very thoughtful, polite and helpful.
- You enjoy your lessons and you concentrate very hard in class.
- Your teachers mark your work regularly and show you clearly the steps you need to take to improve it.
- You enjoy lots of out-of-school activities.
- You learn lots about the lives of people in places beyond your village.

To make your school even better, we have asked your teachers to help you to make even better progress in English and mathematics, so that more of you reach Level 6 by the end of Key Stage 2. This is a very high standard indeed. We have also asked them to give you more opportunities to meet and do activities alongside children from places beyond Fleckney so that you can learn directly from each other about how different people live.

It was a great pleasure to visit your school. You can all help to make it even better by continuing to behave so well and by always trying your hardest.

Yours sincerely

Richard Marsden
Lead inspector (on behalf of the inspection team)

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