

# Golden Flatts Primary School

## Inspection report

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<b>Unique Reference Number</b>	111581
<b>Local Authority</b>	Hartlepool
<b>Inspection number</b>	356943
<b>Inspection dates</b>	2–3 February 2011
<b>Reporting inspector</b>	Margaret Armstrong

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	162
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clr Cath Hill
<b>Headteacher</b>	Mrs Susan Sharpe
<b>Date of previous school inspection</b>	12 December 2007
<b>School address</b>	Seaton Lane Hartlepool County Durham TS25 1HN
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<b>Email address</b>	head.goldenflatts@school.hartlepool.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 11 lessons, taught by nine different teachers and held meetings with members of the governing body, staff and groups of pupils. Inspectors looked in detail at the following: the school's development plans and safeguarding policies; the school's data on pupils' progress and systems for monitoring the quality of teaching. There were 24 questionnaires returned by parents and carers and scrutinised by the inspection team. Staff and pupils' questionnaires were also analysed during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well children achieve, and why, in the Early Years Foundation Stage.
- The use of assessment and the tracking of pupils' progress to ensure all pupils are challenged and supported.
- The learning and progress of pupils in writing to determine whether actions taken by school to improve provision have been successful.
- How effectively leaders and managers monitor, review and evaluate the impact of their actions on outcomes for pupils.

## Information about the school

This is smaller than the average-sized school. Almost all pupils are White British. The number of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is also well above average. A very small number of children are looked after by the local authority. The school has achieved Healthy School status and the Activemark. It offers a number of learning opportunities for parents and carers. The governing body manages the out-of-school provision, which offers a breakfast club and day care for children from the age of three. A unit for pupils with moderate learning difficulties has recently closed. There have been several changes in leadership in recent months.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. The headteacher's success in sharing her ambitious vision for the school is demonstrated by the good team spirit which has developed, despite high levels of staff absence. Strong relationships and good pastoral care result in pupils' good behaviour and enthusiasm for learning. Pupils say they enjoy coming to school and feel safe and secure. Pupils fully understand the importance of taking part in physical activities and are particularly positive about their involvement in the 'Global Children's Challenge'. They make a good contribution to the school through their work as fundraisers and school councillors. The school's engagement with parents and carers is good and most are very appreciative of the work of the school and speak highly of the 'well run school' where children are 'really happy and progress nicely'.

Attainment is broadly average by the end of Year 6 and achievement is satisfactory. Children start in the nursery at a level well below that typical for their age. Provision in the Early Years Foundation Stage is sound and children make satisfactory progress. Progress is uneven as pupils move through the school, being satisfactory overall. The unevenness in progress is linked to variability in the quality of teaching. Where teaching is good, teachers set a brisk pace to learning and expectations are high for all pupils. In these lessons, progress accelerates quickly. In less successful lessons, teachers do not always make effective use of information from assessments to plan sufficient challenge for more-able pupils or to match tasks to the needs of pupils with special educational needs and/or disabilities. In these lessons the pace of learning is slower and the level of engagement less secure. This is particularly the case from Year 2 to Year 4. The use of marking to help pupils improve their work is inconsistent across the school. The school's curriculum is satisfactory. It has been reviewed recently to provide more interest and increase motivation. However, it does not provide sufficient opportunities for pupils to develop their skills in handwriting and spelling or to practise their writing in other subjects. Nevertheless, pupils are prepared satisfactorily for the next stage of their education.

Comprehensive self-evaluation by the headteacher, staff and governing body has identified that improvements in teaching, pupils' writing and the use of data to tackle underachievement are necessary to raise attainment. However, actions to resolve concerns are not yet robust enough. Recent development of middle leaders' skills is enabling them to make a fuller contribution to evaluating the school's work. However, monitoring of teaching and learning lacks rigour. This has meant teachers are not always sure how they can improve their practice and ensure pupils achieve as well as they should. The governing body is starting to hold the school more to account for the progress pupils make, adding to the drive for improvement. Consequently, there is a satisfactory capacity for further improvement. The school provides satisfactory value for money.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## What does the school need to do to improve further?

- Improve consistency in the quality of teaching and learning, particularly in Years 2 to 4 by:
  - raising the expectations of staff of what all pupils can achieve by sharing the best practice seen in the school
  - improving the pace of learning to increase pupils' level of engagement
  - providing the most-able pupils and those with special educational needs and/or disabilities with activities which are more closely matched to their ability and needs
  - giving pupils clearer indications of how to improve their work through feedback in lessons and marking.
- Raise attainment in writing throughout the school by:
  - providing pupils with accurate guidance which helps them form letters correctly and develop fluent, joined handwriting
  - implementing an agreed approach for the teaching of spelling
  - broadening the range of curriculum opportunities to enable pupils of all abilities and needs to practise their writing skills in all subjects.
- Make more rigorous use of information from monitoring and evaluation to improve teaching and learning by:
  - establishing clearer formal routines for undertaking monitoring activities throughout the year
  - providing training for senior and middle leaders in order to bring more rigour to lesson observations and scrutiny of pupils' written work
  - increasing the skills of the governing body in challenging the school to tackle weaknesses.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils enjoy learning and are active participants, who are keen to succeed. In lessons, they listen carefully, work hard and make satisfactory progress. Positive relationships ensure that pupils behave well, are friendly and helpful to one another and respectful to adults. Attainment is broadly average by the end of Year 6 and achievement is satisfactory. Although pupils show good attitudes to learning, their progress is variable as they move through the school. This is because teaching does not always challenge pupils sufficiently and this slows down the progress they make, particularly in Year 2 to Year 4. Progress accelerates in Years 5 and 6 and pupils attain average standards in reading and mathematics. Standards in writing are not as high, particularly in handwriting and spelling. Although there are no underachieving groups, not all more-able pupils progress as quickly as they should. The progress made by pupils with special educational needs and/or

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disabilities is sometimes too slow because work is not always matched accurately to their learning needs.

Pupils feel safe in school and they know who to turn to if they have a problem. They talk enthusiastically about the interesting experiences the school offers them. They thoroughly enjoy the wide range of physical activities provided and recognise this helps to keep them healthy and positively engaged. They are proud of the contributions they make to the school and local community. Pupils' spiritual, moral, social and cultural development is satisfactory. This is because, although pupils make good progress in developing their social skills, their understanding of different cultures is less well developed. Their improving attendance and the sound progress they make in developing their basic skills prepare them satisfactorily for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching and learning are satisfactory. There are some examples of good teaching in both key stages. However, teaching is too variable in quality to promote consistently good progress. Where teaching is good, teachers set high expectations for every pupil and use perceptive questioning to extend thinking. Explanations are clear and this helps pupils know precisely what they need to do to be successful in their learning. Lessons move at a good pace and teachers make sure pupils fully understand new learning. An example of this good teaching was seen in an exciting history lesson in Years 5 and 6 where it was

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made clear to pupils exactly what they had to do to be successful. As a result, pupils worked very productively as 'Time Detectives' to explore the past using a wide range of information sources. In less successful lessons, the work is not sufficiently well planned and the pace of learning is slow. When this is the case, the most-able pupils remain on simple tasks for too long and so become uninterested in their work. Occasionally, pupils with special educational needs and/or disabilities find work too difficult and make slow progress. There is some informative marking with indicators for improvement that help pupils progress and to meet their targets, although this is not consistent across subjects or year groups.

The curriculum is satisfactory. It has been developed recently to enhance pupils' motivation to learn. The curriculum is adequately matched to pupils' needs and interests. For example, the curriculum for Year 1 pupils has been adapted well to build on prior learning and provide more opportunities for independent learning. However, it does not always cater for the needs of the more-able pupils or those pupils with special educational needs and/or disabilities. In addition, the curriculum does not provide pupils with sufficient opportunities to practise and develop their writing skills. An increasing range of activities is available to pupils during the school day. Involvement in 'Creative Days' has provided pupils with opportunities to focus on special themes which interest them. Partnerships with other organisations are supporting the school in developing the curriculum. As a result, pupils benefit from specialist support in areas such as rugby, golf and cookery.

The well-targeted care and support for pupils enables them to flourish in a safe and secure environment. The clear guidance which is given for behaviour, for example, is appreciated by all pupils. Close monitoring of attendance has enabled the school to reduce the number of persistent absences. Parents and carers are kept informed of their children's well-being and they receive good quality information about academic progress and their child's targets for improvement. Close work with external agencies means that support for vulnerable pupils is rapid and involves a breadth of specialist expertise. Transition at all stages is a positive experience as teachers work closely with families and other schools to ensure pupils settle quickly into new surroundings.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Recent staff changes and restructuring of leadership responsibilities, with a firm emphasis on raising achievement, are having a positive impact. The close working partnership between the headteacher and deputy headteacher has ensured all staff share the same ambitious vision for the future development of the school. Leaders analyse data carefully

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and set challenging targets for improvement. However, they have not ensured information about pupils' progress is used consistently well across the school to raise standards in writing

In addition, monitoring of teaching and learning is not rigorous enough and teachers are not given sufficient guidance on how they can improve their practice. Consequently, teaching is variable and pupils' progress uneven. Equality of opportunity is satisfactory. The school does not tolerate harassment in any form and ensures the school is an orderly community. To ensure full equality in learning, the school is tackling the needs of all pupils, especially the most-able and those with special educational needs and/or disabilities.

Governance is satisfactory. The governing body provides a good level of support but is not yet using the information it holds regarding identified weaknesses to question and challenge the rate of improvement. Safeguarding arrangements are good, with clear policies and secure risk assessment systems. Staff are thoroughly checked for their suitability to work with children. The promotion of community cohesion is satisfactory. Within the school and local communities it is particularly good but links with the wider community are at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Achievement is satisfactory in the Early Years Foundation Stage. Children get off to a sound start in the nursery. They settle in quickly and are keen to learn. This is because adults are attentive, listen to the children and create conditions in which children feel welcomed, safe and secure. As a result, children make satisfactory progress. The large majority do not reach the level expected at the start of Year 1 though this does vary from year to year depending on children's ability and readiness to learn. Although the outdoor



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provision provides some interesting activities, it is not as stimulating as the indoor provision. Outdoor activities are not always planned with a clear focus on learning, and staff do not entice children as well as they could into exciting activities that extend their knowledge and skills. The use of assessment is developing but observations are not always sharp enough to help teachers pinpoint exactly what individual children need to do next to move their learning on. Leaders and managers provide satisfactory leadership and detailed plans are in place to improve areas of weakness. Arrangements to meet the health, safety and welfare of the children meet requirements. Parents and carers are given good information to help them support their children's learning.

The Early Years Foundation Stage is providing greater flexibility through the day-care provision which increasingly meets the needs of children and families. However, it is too early to judge the full impact of action taken to improve the effectiveness of the provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Most parents and carers who returned the questionnaires expressed positive views about the school. They feel their children are safe and well cared for throughout the school. Parents and carers are supportive of the headteacher and the leadership and management of the school, and feel their children are well prepared for future learning. A small number expressed concern regarding the progress their children make and the way the school deals with unacceptable behaviour. Inspectors judge that the school works well to support individuals in handling their behaviour, and that behaviour is good. However, they endorse the view that the progress pupils make is uneven as they move through the school, although it is satisfactory overall.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Golden Flatts Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 24 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	63	8	33	1	4	0	0
The school keeps my child safe	18	75	4	17	1	4	1	4
My school informs me about my child's progress	11	46	11	46	2	8	0	0
My child is making enough progress at this school	14	58	8	33	2	8	0	0
The teaching is good at this school	15	63	6	25	2	8	0	0
The school helps me to support my child's learning	10	42	10	42	2	8	0	0
The school helps my child to have a healthy lifestyle	11	46	12	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	46	7	29	2	8	0	0
The school meets my child's particular needs	13	54	9	38	2	8	0	0
The school deals effectively with unacceptable behaviour	10	42	10	42	0	0	2	8
The school takes account of my suggestions and concerns	10	42	9	38	1	4	1	4
The school is led and managed effectively	11	46	10	42	0	0	2	8
Overall, I am happy with my child's experience at this school	16	67	6	25	2	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



4 February 2011

Dear Pupils

**Inspection of Golden Flatts Primary School, Hartlepool, TS25 1HN**

Thank you for being so friendly and helpful when we inspected your school. We enjoyed talking to you and especially liked the way in which you care for each other and your school. We were impressed with your good behaviour and the valuable contribution you make to the school and local community. The staff take good care of you and a number of you told us how safe you feel in school and that you know how to live a healthy lifestyle. You develop into confident, polite children with a good awareness of right and wrong.

You go to a satisfactory school. This means that it does some things well but other things could be better. We found some of your lessons made you really think and work hard but they were not all like this. Although you achieve satisfactorily in reading and mathematics, some of you do not do quite as well in writing. So that you can improve further, we have asked the school to:

- ensure all teaching is exciting, with teachers matching tasks to your needs in
- classes and making sure you know what you are expected to learn
- provide more opportunities for you to develop your skills in spelling and handwriting
- make sure teachers' marking helps you to improve your work
- check more carefully in lessons on how well you are doing.

You can all play by continuing to work as hard as you can, and by telling your teachers if your work is too easy or too hard.

Yours sincerely

Mrs Margaret Armstrong

Lead inspector

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