

Fleetwood Flakefleet Primary School

Inspection report

Unique Reference Number	130336
Local Authority	Lancashire
Inspection number	360127
Inspection dates	11–12 July 2011
Reporting inspector	Sue Sharkey

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	370
Appropriate authority	The governing body
Chair	Mr Andrew Clarke
Headteacher	Mr Mike Barnes
Date of previous school inspection	8 July 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons and the work of 15 teachers. Meetings were held with the headteacher, pupils, representatives of the governing body and staff. The inspector observed pupils' work and looked at the school's system for tracking their progress, safeguarding documents and key policies. Inspection questionnaires from 71 parents and carers, 22 staff and 146 pupils were also taken into account.

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

- How teaching challenges different groups of pupils.
- Whether strategies to raise attainment and improve achievement are helping all pupils to improve.
- How the monitoring of pupils' progress is helping to raise attainment and improve progress.
- How Early Years Foundation Stage staff plan for both the indoor and outdoor environment.
- How well pupils use information and communication technology (ICT) resources to extend their learning, including independent learning during lessons.

Information about the school

This is a larger than average-sized school. The proportion of pupils known to be eligible for free school meals is above the national average and most pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities, including pupils with a statement of special educational needs is above the national average. The number of pupils who start or leave school other than at the normal time of the year is well above average.

The school offers a breakfast- and after-school club managed by the governing body. On the school site the Jack-in-the Box club offers weekly sessions for parents and carers of pre-school children. This is managed by an outside agency and did not form part of the inspection but the report about the quality of their provision can be found on the Ofsted website. The school has achieved Eco School Bronze and Healthy School status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Flakefleet Primary School is a good school. Parents and carers are right to value the education their children are getting, a typical comment being, 'Since starting school my daughter has come on leaps and bounds, she has grown in confidence. Teachers take a personal interest in all the children's work as well as their achievements.' Pupils' behaviour throughout the school is good both in and out of lessons; they have positive attitudes and enjoy learning. Pupils say they feel safe in school and they can talk to any adult if they have a problem. By the time pupils leave school they are active learners and confident young citizens, keen to play their part in the community.

Children get off to a good start in the Early Years Foundation Stage where they acquire a thirst for learning in a welcoming, caring environment and make good progress. Pupils' attainment by the end of Year 6 is broadly average, and steadily rising, reflecting good progress from their low starting points. Pupils with special educational needs and/or disabilities make similarly good progress; they benefit from extra support and amended tasks that meet their needs well.

Pupils achieve well across the school because of the good quality of teaching and an engaging curriculum. Teachers ask searching questions to extend pupils' language and move pupils on. Marking of pupils' work is well-established but is not consistently precise enough in explaining to pupils how they can improve their work. Teachers have a good understanding of pupils' performance and use data to plan suitably challenging tasks for them, but there are occasions when the most-able pupils are not sufficiently challenged. A wide range of additional after-school activities offers pupils the chance to add to their skills and interests. Good-quality care, guidance and support are seen as a priority by all staff and the valuable links made with other agencies and services support this provision. The school has particular success with pupils whose circumstances make them potentially vulnerable. Time spent in small groups nurtures pupils to help boost their confidence and equips them for coping well in the classroom.

The headteacher knows the school's strengths and weaknesses well and this is evident in the school's self-evaluation. The school has good systems in place to monitor and evaluate the actions it takes to bring about improvements but does not always highlight what impact these intended improvements have on outcomes for pupils. The school has made good progress since the last inspection, with better provision and rising attainment. Team work is strong; it is the dedicated work of all the whole staff team that is an important factor in the school's good capacity to improve.

What does the school need to do to improve further?

- Raise the quality of teaching further in order to accelerate pupils' progress by:

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- ensuring all marking and feedback consistently tells pupils precisely what they have to do in order to improve their work
- ensuring that there is a consistent approach to challenging the most-able pupils across the whole school.
- Ensure that the monitoring and evaluation of actions taken to improve the school are considered in the light of the impact they have on the outcomes of pupils.

Outcomes for individuals and groups of pupils**2**

Pupils say they enjoy lessons because teachers make them fun. Enjoyment and good progress in lessons was frequently seen during the inspection. In a Year 3 lesson where pupils were exploring extended sentences, they enjoyed taking turns as they each contributed a sentence to the story of the 'Three Bears'. A word dice was thrown to introduce a phrase or connective which pupils then had to include in their sentence. The lesson continued with pupils working well in pairs or in groups to write sentences as the teacher extended their learning through good questioning. In a Year 1 lesson, science experiments included opportunities for pupils to discuss their findings with an adult as well as write down what they saw and what evidence they found.

Overall, pupils enter the Early Years Foundation Stage with skills that are much lower than those expected for their age, particularly in communication, language and mathematics. They make good progress through Key Stages 1 and 2, so that when pupils leave in Year 6 their attainment is broadly average. Since the last inspection, the school has introduced a wide range of strategies to raise attainment and improve progress which are proving to be successful. Approaches being taken to improve pupils' reading and writing, in both Key Stages 1 and 2, were clearly seen in lessons as having a positive impact on their progress. The more-able pupils generally make good progress, but in a few classes their progress can be slower because they are not given enough challenge.

Pupils' spiritual, moral, social and cultural development is good. They show considerable interest in their learning and the world around them. Assemblies provide time to reflect and pupils show that they value others, respect and understand those who hold beliefs different from their own. Pupils make a good contribution through the important role they play in school and the wider community. The school council says it helps the school to improve and is pleased that its request to improve the toilet areas was well received by the staff. Council members organised a competition where pupils submitted designs to improve the toilets, and they are now very pleased with the changes. Pupils effectively adopt a healthy lifestyle. From an early age pupils know how to eat healthily and they appreciate the many opportunities they have to take part in fitness activities. Pupils' sound basic skills, their good progress and their good personal development, ensure that they are well-prepared for the next stage in their education.

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

These are the grades for pupils' outcomes

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

¹ 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?

Pupils' progress is good because teaching is good and sometimes it is outstanding. A positive feature of lessons is the very good relationships staff have with their pupils, which ensure pupils are motivated and engaged. Activities are generally well-pitched to meet the needs of all pupils. However, the work set is not always challenging enough to extend learning for the more-able pupils. The best lessons are conducted at a brisk pace, explanations are clear and teachers' subject knowledge is good. The marking and feedback of pupils' work is generally good but not all marking explains to pupils precisely how they can improve their work. The work of teaching assistants is of good quality. They are deployed effectively and have a positive impact on pupils' progress.

The school's curriculum has many strengths. It provides a wealth of well-organised opportunities to promote pupils' personal development and well-being and is mostly well-adapted to meet the needs of different group of pupils. The use of ICT is particularly strong, with a wide range of good-quality resources that are used imaginatively. For example, pupils use iPads to create comic strips and a webcam to study the characteristic of a rainforest. Visitors and visits to a wide range of localities play an excellent part in enriching the imaginative curriculum for pupils. In developing a cross-curricular approach, the school is successful in threading English, mathematics and ICT into other subjects in the main, but teachers sometimes miss good opportunities to develop writing across the curriculum.

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Transition arrangements, at all stages, are organised sensitively so pupils feel confident about moving forward with their learning. The excellent work of the school's family learning mentor supports pupils' emotional and social well-being very effectively. She also provides very good help to parents and carers in supporting their children's attendance and punctuality. Very good steps have been taken to encourage regular attendance, which has improved greatly.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's drive for improvement is supported by all staff. He has worked with enthusiasm and determination to ensure pupils' progress is accelerating and their attainment is rising. Good monitoring systems are ironing out inconsistencies in teaching and learning. However, the systems to monitor and evaluate the impact of actions on the outcomes for pupils lack some sharpness. Subject leaders share the headteacher's vision for making the school even better. They have a good understanding of their subject, carry out their monitoring role effectively through, for example, observing lessons, and plan well for school improvement. This is an inclusive school that works effectively to promote equal opportunity and to tackle discrimination by, for example, rigorously evaluating and monitoring the performance of all pupils. Nonetheless there is a need to provide greater challenge on some occasions to the more-able pupils.

The governing body brings a wide range of expertise; it supports and challenges with enthusiasm and commitment and is continually developing its monitoring role. The governing body ensures child protection and safeguarding procedures meet requirements. The school has developed links within the local community and internationally through work with schools in Sri Lanka and Jordan. However, opportunities for pupils to explore the diverse cultures that characterise contemporary Britain are very limited. The school has good relationships with parents and carers who appreciate the care the school provides for their children. The school gives good value for money.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children settle quickly because of the good care, the effective partnership with parents and carers and sensitive induction processes. Children are well-behaved and mix well, working and playing together sensibly as they learn to share. For example, while a group of children was acting out the story of Little Red Hen, one child recorded the event on camera. These pictures were later used when the teacher discussed the activity with the children. Adults talk constantly to children to encourage their language development. They intervene when appropriate to help children to learn new words, to extend their vocabulary and to increase their knowledge. Children are well-taught and good use is made of assessment in helping identify what they need to learn next. Teachers' good planning ensures that there is a good balance between indoor and outdoor learning and adult-led and child-initiated activities, which promotes good learning. As a result, the majority of children make good progress towards the early learning goals. Both the Nursery and Reception classes provide a good range of exciting and imaginative activities which children thoroughly enjoy and respond to well. Collaborative working with other agencies at this early stage ensures that children, including those with special educational needs and/or disabilities, are supported well, enabling them to make good progress. Leadership and management are good, ensuring that planning reflects an understanding of how young children learn.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who returned the questionnaires were positive about the way the school cares for and educates their children. They feel that their children enjoy school, are kept safe and are pleased with their children's progress. Some parents and carers took time to add comments to the questionnaire they returned, many to reinforce the strength of their positive views. A few parents and carers were concerned about how the school deals with unacceptable behaviour. Inspectors found that behaviour is well-managed by staff during lessons, at break times and lunchtime.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fleetwood Flakefleet 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 370 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	68	21	30	0	0	0	0
The school keeps my child safe	55	77	16	23	0	0	0	0
My school informs me about my child's progress	47	66	24	34	0	0	0	0
My child is making enough progress at this school	49	69	22	31	0	0	0	0
The teaching is good at this school	47	66	24	34	0	0	0	0
The school helps me to support my child's learning	45	63	25	35	0	0	0	0
The school helps my child to have a healthy lifestyle	42	59	28	39	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)	45	63	24	34	0	0	0	0
The school meets my child's particular needs	45	63	25	35	0	0	0	0
The school deals effectively with unacceptable behaviour	29	41	37	52	3	4	1	1
The school takes account of my suggestions and concerns	39	55	29	41	0	0	0	0
The school is led and managed effectively	48	68	22	31	0	0	0	0
Overall, I am happy with my child's experience at this school	52	73	18	25	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



13 July 2011

Dear Pupils

Inspection of Fleetwood Flakefleet Primary School, Fleetwood, FY7 7ND

Thank you for making us so welcome when we visited your school recently. We thoroughly enjoyed talking with you and watching you learn in lessons. It was good to learn that you feel safe and that you have a good understanding of keeping healthy. We were very impressed with your school council members who work hard to support your school. Well done for making all the changes in the toilet, we particularly liked the pictures on the walls. Your behaviour is good and well done for raising money for so many charities. All the jobs you do in and around school help the school enormously but we were also impressed with all you do outside school in helping others. Your headteacher and teachers are good at working with other teachers in other schools as well as other groups of people. This helps you to develop lots of skills as you grow up. Overall, we found that your school provides you with a good education and the progress you make is also good.

There are three things that we have asked the school to do to help to make it even better. Firstly, we would like teachers to mark your work differently so that they add comments to let you know exactly what you need to learn next. Secondly, we think teachers should make sure that when they plan your work in lessons the activities for those of you who find learning easier than most should be more challenging so that you can achieve higher levels. Thirdly, we found that teachers keep a careful check on how well you are working but when they make changes to help you improve they should always record how successful this has been for you.

We were also impressed with how well you care for each other. Congratulations on all you do to help the school. We were really delighted that you said that you enjoy coming to school. Please remember always to do your best and to help your teachers. Thank you for helping us and for being so polite.

Yours sincerely

Sue Sharkey

Lead inspector

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