

Old Fletton Primary School

Inspection report

Unique Reference Number	110683
Local Authority	Peterborough
Inspection number	378145
Inspection dates	24–25 November 2011
Reporting inspector	Nick Butt

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	320
Appropriate authority	The governing body
Chair	Sue Hartropp
Headteacher	Sarah Levy
Date of previous school inspection	23 September 2008
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. The inspection team visited 24 lessons or part lessons taught by 13 teachers. Inspectors held meetings with members of the governing body, staff, groups of pupils and spoke informally to parents and carers. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations, analyses of pupils' work and other assessment information. The inspection team scrutinised inspection questionnaires returned by 132 parents and carers, as well as those from staff and pupils.

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

- How effective is marking in showing pupils how to improve?
- To what extent does the curriculum meet the interests and needs of all pupils?
- What is the impact of phase leaders on school improvement?

Information about the school

Old Fletton is larger than most primary schools. The large majority of pupils are White British. A very small but diverse minority of pupils speak English as an additional language, with over 20 different first languages spoken. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is high. Pupils in the Early Years Foundation Stage are taught in the Nursery and Reception classes. Pupils in other key stages are taught in mixed-age classes containing two year groups. An above-average proportion of pupils join and leave the school outside the normal times. The school runs a breakfast club and an after-school club. It has Healthy Schools 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

Old Fletton is a good school. Pupils make good progress because the teaching is consistently good and all staff have high expectations of what pupils can achieve. The headteacher's outstanding leadership has driven improvement forward at a rapid pace, with very good support from the deputy headteacher and phase leaders. There is a shared vision for the school based on 'CARE' values that emphasise 'Celebrating success, Aiming high, Respecting others and Embracing challenge'. The school engages extremely well with parents and carers, keeping them very well informed about its work and the progress of their children. Parents and carers particularly appreciate the school's positive ethos and its outstanding care, guidance and support. One, speaking for many, said, 'It is very obvious that the teachers love their jobs and care a great deal about all the children'.

Children join the nursery with skills and abilities often well below those usually expected for their age, but all pupils achieve well during their time at the school and reach standards that are broadly average by the end of Year 6. Provision in the Early Years Foundation Stage is outstanding, with exciting and innovative activities that inspire children and enable them to achieve extremely well. Throughout the school, teachers use questions well to extend pupils' thinking and lessons are well organised and purposeful. The pace of learning is mostly brisk, with good use of technology. Standards in writing have risen considerably following the introduction of a new approach to teaching sentence construction. Some pupils lack confidence in mathematics when faced with problems based on everyday situations. While much of the marking of pupils' work in English and mathematics is good, there is some variation in how this helps them to improve, as some comments are too complicated.

The good curriculum is enriched well. Pupils enjoy special afternoons when they study interesting topics such as film-making and global art in all-age groups. The innovative use of electronic tablets in Key Stage 1 is a particular success. To date, the curriculum has rightly focused on developing pupils' basic skills. With standards rising, the school has identified that it is a good time to encourage pupils to shape their own learning more and to plan a more thematic approach to the curriculum across different subject areas. Outstanding pastoral care ensures that all pupils, including those whose circumstances may make them vulnerable, play a full part in school life. Special provision, such as a sensory room, meets a wide variety of needs. The school has been successful in raising attendance, which is now above average.

Pupils' behaviour is exemplary in school and outside, and they show great

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consideration towards one another. They have an excellent understanding of how to live a healthy lifestyle and take part in many sports as well as running their own, such as a dance club. Pupils make a good contribution to the school and their wider community, willingly taking on responsibility and making their views known, for example about road safety.

Very effective systems for monitoring the work of the school mean that leaders and managers have a good understanding of what the school does well and what it could improve further. Phase leaders in particular produce detailed 'impact reports' that show the effect of initiatives on outcomes for pupils. The good progress since the last inspection, combined with a strong momentum for change and a consistency of approach among all staff, ensures that the school's capacity for further improvement is good.

What does the school need to do to improve further?

- Raise standard in English and mathematics by:
 - giving pupils more opportunities to use and apply their numeracy skills in everyday situations
 - ensuring marking consistently and clearly shows pupils how to improve.

- Enhance the curriculum further by:
 - giving pupils more opportunities to shape their own learning and explore their interests
 - planning more thematic links across different subjects.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and achieve well. In lessons they are enthusiastic about learning and cooperate well in groups. Well-established routines ensure they work purposefully on independent tasks, which often include practising their basic skills on computers. For example, pupils in a Year 3 and 4 class made good progress in developing their understanding of shape and area by drawing shapes using coordinates and working out the area of irregular shapes. Pupils with special educational needs and/or disabilities make good progress because their needs are identified early and effective programmes are devised to support them individually. An experienced and skilled team of teaching assistants makes a valuable contribution to these pupils' learning and their progress is monitored closely to ensure they perform as well as their peers. Pupils who speak English as an additional language integrate well into classes and make good progress because of the special provision they receive. Those pupils joining outside normal times settle quickly through having 'buddies' to support them and through their needs being assessed and met very promptly.

Pupils say they feel safe in school and know how to avoid danger. They have a good understanding of e-safety when using computers. Pupils take action to stay healthy.

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For example, they enjoy growing their own vegetables, as in a recent ‘dig for victory’ campaign as part of their work on the Second World War. They have also been involved in setting up a healthy tuck shop. The school council considers carefully how to spend their annual budget to improve the school and selects charities for pupils to support. There are good links with the local community. Pupils take part in the annual ‘Mayor’s Parade’. They also welcomed grandparents into school for a special day. Their spiritual, moral, social and cultural development is good. Pupils are curious and embrace new opportunities with enthusiasm. They know the school’s behaviour code very well. As one said, ‘If anyone is out of line there is always a consequence.’ Pupils from a wide range of different cultures and backgrounds all work and play harmoniously together and reflect widely on their various experiences.

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	1
The extent to which pupils adopt healthy lifestyles	1
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	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers’ good subject knowledge and understanding makes them confident in challenging pupils to extend their learning. They plan activities that are well matched to pupils’ abilities based on a good knowledge of their prior attainment. They make learning enjoyable by giving pupils practical tasks to do, such as role-playing different feelings. Pupils have an increasingly sophisticated understanding of different types of sentences because of the systematic way that writing is taught, and this is having a very positive impact on their attainment. While mathematics is also well taught, some pupils do not have sufficient opportunities to solve problems in real-life, everyday situations. Pupils know their targets well and these are aligned to National Curriculum levels of attainment, so that they understand the next steps to reach a

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

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higher level. Marking shows pupils how to improve, but its impact varies according to how clearly the comments are made in their books. Occasionally, comments are too complex, making it difficult for pupils to identify the key points for improvement.

An initiative for Key Stage 1 pupils to use electronic tablets is extremely successful and enables them to make good progress in developing their skills in information and communication technology. This is built upon in Key Stage 2 as pupils regularly use computers in their independent groups. The curriculum is enriched well through a wide range of visits and visitors, and plenty of clubs and makes a good contribution to pupils’ personal development. The curriculum is also adapted well to meet the needs of pupils with special educational needs and/or disabilities and those who speak English as an additional language. A recent ‘art week’ was greatly enjoyed by all pupils, as it linked learning across a range of curricular areas. Such events do not yet have a regular part in the curriculum as it is mostly taught in discrete subjects. While children in the Early Years Foundation Stage have considerable input into what they learn, pupils in other parts of the school have fewer opportunities to shape their learning. The school’s very welcoming learning environment makes new pupils feel at home quickly. Staff work very well with outside agencies to provide for pupils’ needs, developing strengths in occupational therapy and speech and language support. Senior leaders are always available to support pupils and families facing particular difficulties and this contributes greatly to the school’s outstanding care, guidance and support. The school’s breakfast club and after-school club are fully subscribed and provide pupils with a relaxing and healthy beginning and end to their school day.

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	1

How effective are leadership and management?

The headteacher has ensured high levels of consistency across the school in approaches to teaching and learning and in monitoring the effectiveness of its work. Strategic plans reflect her attention to detail, with targets that can be measured easily. She is well supported by her dynamic and energetic deputy and by a committed team of able phase leaders. Leaders and managers embed ambition and drive improvement extremely well, placing the well-being and progress of pupils at the heart of all they do. The good governing body knows the school’s strengths and areas to develop and holds leaders to account well. Members of the governing body are involved in setting the school’s strategic direction and take on specific projects, such as sourcing a new provider for school meals.

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The school works extremely well with parents and carers to keep them informed and to involve them in their children’s learning. Staff take on board their ideas, such as about how homework is set. Parents and carers can email the headteacher at any time with suggestions or concerns. This very successful partnership means that many parents and carers help in school and support its work. Leaders ensure that all pupils have equal opportunities to succeed both personally and academically and that they are all fully included in the school’s activities. Careful monitoring of the progress of different groups identifies any potential gaps in achievement at an early stage so that they can be tackled swiftly. Good safeguarding arrangements include the meticulous monitoring of the school’s policies and procedures, excellent record-keeping and the involvement of pupils in drawing up risk assessments for educational visits. The school promotes community cohesion well. It has completed an audit of its provision and is implementing its action plan. It has good links with all groups within the local community and gives pupils direct experience of many different cultures. It is also developing links abroad through its charitable work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly into the Nursery and Reception classes because of the wide range of exciting and stimulating activities across all areas of learning that they enjoy both indoors and outside. They soon become independent and can work purposefully and with sustained concentration. This was apparent while children were preparing food for Santa’s reindeer, busily chopping up carrots and adding prodigious quantities of ‘magic dust’ to the mix. The outstanding teaching ensures pupils make at least good and often better progress, especially in developing their early literacy skills. Staff take every opportunity to encourage children in their speaking and listening. For example, pupils were happy to talk about their roles as ‘Santa’s elves’

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while sorting gifts into sacks according to their size. Staff are skilled at using children’s interests to develop their learning and will adapt activities to make them relevant. In the nursery, the morning children practised their numeracy skills through shopping, but the afternoon group practised the same skills as pirates, because this is what they preferred.

Meticulous assessment procedures ensure that staff build up a very comprehensive picture of children’s achievements, and these are recorded electronically so that parents and carers can have access to them. Staff make excellent use of assessment information to plan work that challenges children and builds incrementally on their learning. Leadership and management are outstanding. The leader has built a very strong team of staff who have an excellent understanding of how young children learn. Plans for improvement reflect their extremely good knowledge of what they do well and what could be even better.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The parents and carers who responded to the questionnaire all agreed that their children enjoy school, are kept safe, that the teaching is good and that they are happy with their children’s experience of school. A very few questioned whether their children are encouraged to lead healthy lifestyles and how well the school manages behaviour. Inspectors found that pupils’ understanding of how to keep healthy was outstanding and that their behaviour was excellent. Written comments were overwhelmingly positive. A few individual matters were raised which were discussed with the school in general terms to preserve anonymity.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Old Fletton 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 320 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	59	54	41	0	0	0	0
The school keeps my child safe	80	61	51	39	0	0	0	0
The school informs me about my child’s progress	69	52	61	46	2	2	0	0
My child is making enough progress at this school	75	57	49	37	4	3	2	2
The teaching is good at this school	76	58	53	40	0	0	0	0
The school helps me to support my child’s learning	75	57	50	38	5	4	0	0
The school helps my child to have a healthy lifestyle	53	40	68	52	9	7	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)	50	38	68	52	4	3	1	1
The school meets my child’s particular needs	65	49	63	48	2	2	0	0
The school deals effectively with unacceptable behaviour	61	46	60	45	6	5	4	3
The school takes account of my suggestions and concerns	57	43	67	51	2	2	0	0
The school is led and managed effectively	68	52	60	45	1	1	0	0
Overall, I am happy with my child’s experience at this school	74	56	58	44	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



28 November 2011

Dear Pupils

Inspection of Old Fletton Primary School, Peterborough, PE2 9DR

Thank you for making us so welcome when we visited your school and for sharing your views with us. We agree with you that Old Fletton is a good school. Here are some of its strengths.

- You make good progress because the teaching is good.
- Your behaviour is excellent both in class and around the school.
- You have an extremely good understanding of how to keep healthy.
- There are plenty of visits, visitors and clubs for you to enjoy.
- The school cares for you extremely well, especially if you are facing difficulties.
- The school has excellent relationships with your parents and carers.
- The youngest children make an outstanding start to their education.

There are always ways that a school can improve so we have asked your headteacher and teachers to:

- help you to do even better in English and mathematics by making sure you practise solving numeracy problems in real-life situations and showing you exactly how to improve when they mark your work
- make the curriculum even more exciting by giving you more of a say in what you learn and linking topics across different subjects.

All of you can help by telling your teachers what really interests you.

Thank you once again for your help and our best wishes for the future.

Yours sincerely

Nick Butt
Lead inspector

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