

Flanderwell Primary School

Greenfield Court, Flanderwell, Rotherham, S66 2JF

Inspection dates

8–9 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Attainment in mathematics has improved slowly since the time of the last inspection.
- While the majority of pupils across the school make expected progress, too few do better than this in reading, writing or mathematics.
- Due to a number of difficult staffing issues, pupils in Year 2 have not made good enough progress this year in English or mathematics.
- The quality of teaching is not consistently good enough to enable a high enough proportion of pupils to make better than the progress expected of them for achievement to be good.
- Not all teachers plan their lessons well enough. As a result, pupils are not always provided with work which is pitched at the right level for their abilities or interests.
- The guidance offered to pupils about how to improve their work varies in quality from class to class, which limits the progress some pupils make over time.
- Overall attendance is slowly improving and remains below the national average.
- Leaders have not ensured that enough teaching is good.
- The leader who has particular responsibility for improving mathematics is new to post and while benefiting from appropriate training and having developed appropriate action plans, attainment and progress are only showing early signs of improving.
- The school currently does not have a leader with specific responsibility for overseeing provision for disabled pupils and those with special educational needs.

The school has the following strengths

- Pupils' attainment in English has improved since the time of the last inspection and is now broadly average by the end of Year 6.
- Pupils in Year 3 make excellent progress in their lessons.
- Pupils feel safe and happy in this improving school.
- The proportion of pupils who are persistently absent has fallen significantly.
- Small group activities are helping pupils to catch up quickly with work missed due to previous weaknesses in teaching.
- The headteacher has high ambition for the school and shows determination in driving forward improvements in teaching.

Information about this inspection

- Inspectors observed 28 lessons or small group activities, of which seven were conducted jointly with members of the senior leadership team.
- Meetings were held with members of the governing body, senior leaders, school staff and two representatives from the local authority.
- Inspectors talked to pupils about their work in lessons, looked at books, listened to pupils read and met a group of pupils from Key Stage 2.
- Inspectors took account of 18 responses to the on-line survey (Parent View), a recent school survey and spoke with parents at the start of the day. Inspectors also received a number of letters from parents regarding various aspects of school life.
- Inspectors took account of the 23 questionnaires returned by members of the school staff.
- Inspectors observed the school's work, looked at progress data, performance management information, records regarding behaviour and attendance, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Dina Martin

Additional Inspector

Derek Pattinson

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Most pupils are White British. Few pupils speak English as an additional language.
- The proportion of pupils who are known to be eligible for the pupil premium fund is above average. (The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.).
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils who are supported by school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the time of the last inspection, a new headteacher and five new classroom teachers have all recently been appointed. A new Chair of Governors has also been elected together with a number of new members.

What does the school need to do to improve further?

- Improve the quality of teaching, so that it is at least consistently good in every class, by:
 - planning work to better meet the needs and interests of pupils, so that all are suitably engaged and challenged in every lesson
 - marking pupils' work so that errors are correctly identified and pupils are then provided with clear guidance about how to improve the quality of their work.
- Raise achievement across the school, particularly in mathematics, so that it is at least good, by:
 - increasing the opportunity for pupils to solve problems in their mathematics lessons and then apply the skills they learn across a range of other subjects
 - reducing the amount of repetitive sums pupils do and moving their learning on more quickly
 - increasing the proportion of pupils who make and exceed expected progress by the end of Year 6 in reading, writing and mathematics.
- Improve leadership at all levels, by:
 - using the same rigour, which successfully tackled inadequate teaching, to now press on and secure good or better teaching in every class
 - working effectively with all parents to ensure pupils' attendance improves so that it is at least in-line with the national average
 - further developing the role of the mathematics subject leader, especially in checking that actions taken to raise achievement are effective
 - monitoring more carefully the progress made by pupils who are disabled or who have special educational needs.

Inspection judgements

The achievement of pupils

requires improvement

- At all stages pupils typically make the progress expected of them, but too few do better than this. The main reason for this is that not all teachers pay enough attention to matching work to what pupils already know and are capable of. However, there are clear signs of improvement in recent months because of improvements in the quality of teaching.
- Children start the Early Years Foundation Stage with skills that are generally below those typically expected for their age. They make good progress overall, especially in developing their personal, social and physical skills.
- Pupils who do not read as well as expected by the end of Year 1 are given additional support, which is helping the majority to catch up. Most now use what they know of sounds and letters to help them read tricky words.
- By the end of Year 2, attainment in reading and writing has been steadily improving and is now close to the national average. However, improvements in mathematics have not been as rapid and attainment remains below average.
- By the end of Year 6, attainment in English has also been improving, so that it is now broadly average. However, attainment in mathematics, although starting to rise, remains below average.
- The progress made by pupils across the school varies from class to class. For example, pupils in the current Year 3 class make outstanding progress and have developed exceptionally positive attitudes to their work. This is in contrast to the slower progress currently being made by pupils in Year 2.
- The progress made by pupils who are known to be eligible for the pupil premium funding varies from class to class. However, when they are supported in small groups or in one-to-one situations, their progress accelerates quickly and attainment rises. By the end of Key Stage 2, the attainment of pupils known to be eligible for free school meals is approximately one third of a National Curriculum level lower than other pupils in English and mathematics. The gap has narrowed steadily and inspection evidence shows that it is continuing to close further.
- The progress made by pupils who are disabled or who have special educational needs also varies from class to class, dependent upon the quality of teaching they receive. They, too, make better progress in small groups, when work is more carefully tailored to their specific needs. This is one example of the school's commitment to tackle discrimination and ensure equality of opportunity.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it is not consistently good enough across the school to ensure that pupils make good progress from their starting points.
- However, it is improving rapidly and is good in a number of lessons. For example, pupils in Year 4 are helped to make good progress in their reading due to the careful attention given by the teacher when listening to pupils read. Just the right questions are asked to extend their understanding and enjoyment of the book they are reading.
- The quality of teaching in Year 3 is outstanding. For example, pupils' writing skills are enhanced by the teacher's skill in setting work at precisely the right level to engage and challenge all pupils. Lessons move on at the right pace for everyone, so all enjoy a great deal of success.
- However, in other classes teaching is not so effective and lessons not so well planned. Consequently, some pupils find work too easy and others struggle to keep up.
- Work in mathematics books demonstrates that too often pupils are given pages of similar sums to complete. This is not helping them to make quick enough progress. They are also not given enough opportunity to use what they know of number facts to solve problems, or develop these skills across a range of other subjects.
- The quality of teachers' marking also varies across the school. Some pupils benefit from high

quality guidance and are given time to respond to suggestions about how to improve their work. Pupils in Year 3 eagerly explain just how helpful they find this approach. However, this good practice is not evident in every class and some errors, for example in Year 5 mathematics books, are not correctly identified. This does not give pupils a firm foundation on which to build.

The behaviour and safety of pupils

requires improvement

- Behaviour and safety require improvement because, while attendance has been slowly improving, it remains below average. Also, when lessons are not well planned, some pupils can become restless and are quick to distract others.
- However, the majority of pupils are polite, respectful and enjoy each other's company. When lessons are relevant and exciting, pupils display positive attitudes to their work and want to work hard for their teacher.
- Children in the Early Years Foundation Stage make good progress in developing their personal and social skills and settle quickly into school life.
- Leaders are working effectively to reduce the number of fixed-term exclusions, which are now below the national average.
- Incidents of bullying are rare and pupils are well-informed about all forms of bullying and know how to keep themselves safe.
- All parents, who responded to the on-line questionnaire, say their children are kept safe and happy at school.

The leadership and management

requires improvement

- The recently appointed headteacher, supported by the deputy headteacher, has a clear view of what the school does well and where it needs to improve. Appropriate actions are being taken that are bringing about rapid and secure improvement.
- Leaders have recently tackled a number of difficult staffing issues and have eradicated inadequate teaching successfully. A resulting legacy of some slow progress in some classes is being overcome rapidly because the quality of teaching is improving securely. Senior leaders are showing the necessary determination and are taking the necessary decisive action to continue and accelerate this drive for improvement and ensure that all teaching is as good as the best. This underpins the school's commitment to provide equality of opportunity.
- The majority of parents who responded to Parent View or who took the opportunity to speak with inspectors are positive about school life and all say their children are kept safe and happy.
- Leaders have very recently appointed five new teachers and arrangements for their induction are good. They speak highly of the support they have received since starting the school.
- Teachers are benefiting from well-planned training events and the headteacher ensures that there is an effective link between teachers' pay and their performance in class.
- The impact of teaching on pupils' spiritual, moral, social and cultural development is positive and staff generally have effective strategies to manage pupils' behaviour well. Often a quiet word is enough. The English subject leader has ensured a steady increase in pupils' achievements over recent years. The mathematics subject leader has only recently been appointed and, while development plans have been written and actions started, it is too soon to see their full impact.
- The school's curriculum has recently been redeveloped and many trips and visits enhance pupils' enjoyment. There is also a wide number of clubs, which pupils also enjoy.
- Leaders speak positively about the support offered by the local authority; particularly in regard to managing special educational needs provision in the absence of a permanent member of staff. The local authority adviser who is currently supporting this aspect of leadership is working with senior colleagues to develop a robust system to track the progress made by disabled pupils and

those with special educational needs.

■ **The governance of the school:**

- The governing body ensures safeguarding procedures meet requirements. The recently appointed chair of governors ensures that members are well-trained, supportive of the school and are taking the right steps to monitor the school's performance, holding it to account for pupils' progress. Governors have an accurate view of the quality of teaching and are starting to oversee the management of staff performance increasingly effectively. They are aware of how the school spends the pupil premium funds and recognise the impact small group work is having on raising attainment and accelerating progress for pupils who are supported by these additional funds.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106924
Local authority	Rotherham
Inspection number	412099

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	254
Appropriate authority	The governing body
Chair	Nevine Towers
Headteacher	Joanne Walker
Date of previous school inspection	12 May 2010
Telephone number	01709 546771
Fax number	01709 543317
Email address	flanderwell.junior-infant@rotherham.gov.uk

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