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10 September 2013

Mrs A Adair  
Headteacher  
Flanderwell Primary School  
Greenfield Court  
Flanderwell  
Rotherham  
South Yorkshire  
S66 2JF

Dear Mrs Adair

**Requires improvement: monitoring inspection visit to Flanderwell Primary School, Rotherham**

Following my visit to your school on 9 September 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders led by the new executive headteacher are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- observe all teachers so that planned individual programmes of support and development and a monitoring and evaluation cycle can be put into place quickly
- audit the provision for pupils who have special educational needs or who are disabled
- improve assessment and target setting so that they help to raise achievement, particularly in mathematics
- review the new 'afternoon curriculum' to ensure that it is meeting the needs and interests of pupils and provides suitable challenge.

**Evidence**

During the visit, meetings were held with the executive headteacher, other senior leaders, the Chair of the Governing Body and a representative of the local authority to discuss the

action taken since the last inspection. The school action plans and other documents provided by the school were evaluated. The executive headteacher took HMI on a tour of the school.

## **Context**

A new executive headteacher has been appointed from Wickersley Saint Alban Church of England Primary School, a local outstanding primary school. The leadership team has been restructured. The deputy headteacher has become the head of school, with responsibility for literacy and Key Stage 2. The assistant headteacher has taken on a more strategic role in leading Key Stage 1. A coordinator for pupils who have special educational needs or who are disabled has been appointed internally.

There are three new teachers.

There is building work on the school site providing additional classrooms to accommodate the school's increased role.

## **Main findings**

The appointment of the new executive headteacher has already had a positive impact on school improvement. She has absolute clarity about what needs to be done for the school to become good and this is reflected in her action plan. Her work at the end of the summer term and during the school holiday has meant that the new term has started well. Senior leaders report that staff are positive about new ideas and the opportunity to change and improve. This was supported by the Chair of the Governing Body and the local authority representative who commented on early improvements in culture and attitudes.

The mathematics subject leader has been working with a specialist leader of education to enhance her understanding of data management and action planning and is partnered with the experienced mathematics leader from Saint Alban to provide help with planning. The mathematics subject leader will also undertake joint observations of teaching and learning with an experienced observer. The coordinator for pupils who have special educational needs or who are disabled is working with a specialist leader of education to develop her knowledge and understanding of the role. The executive headteacher has supported her in reorganising the structures for pupils who have special educational needs or who are disabled and an audit of this provision is needed.

After the inspection there was work done to try to improve teaching and learning and marking and feedback. This resulted in small improvements. The executive headteacher now needs to observe all teachers so that she has a clear view of teaching and learning and marking and feedback across the school and can put into place the planned individual programmes of support and development for teachers and a cycle of monitoring and evaluation. Teachers from Flandervell have already made partnerships with colleagues from Saint Alban which is improving planning, particularly of the new maths challenge designed to enhance problem solving. The school has planned a new 'afternoon curriculum' to try to meet the needs and interests of pupils so that they are engaged and challenged. The impact of this will need to be reviewed.

A more rigorous approach has been taken to improving attendance and punctuality. More effective parental contact and increased rewards have resulted in some gains in attendance with fewer pupils late for school. This will continue so that attendance reaches the national average.

Careful analysis of data by the executive headteacher shows that attainment at the end of Key Stage 1 was well below national in 2013. In her new role the assistant headteacher is already having a positive impact on planning in Key Stage 1. A reading scheme will be introduced with training in conjunction with Saint Alban later this term. There has been some improvement in attainment and progress in mathematics at Key Stage 2; however pupil premium pupils are performing less well, particularly in reading. The executive headteacher has extensive plans to increase the proportion of pupils who make and exceed expected progress in Year 6. A mathematics teacher from the local secondary school is teaching those who are not yet at Level 4 and the head of school is teaching literacy to a similar group. The Year 6 class teacher is working with pupils who are secure at Level 5, planning in partnership with the head of school. Assessment materials such as practice tests will be introduced so that pupils will become familiar with end-of-key-stage tests. The consistent use of target setting and homework in all years is planned to improve progress.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The link between Flanderwell Primary School and Wickersley Saint Alban Church of England Primary School is providing considerable strength in improving leadership and teaching and learning. The local authority has supported the school effectively in brokering support from other primary schools and specialist leaders of education who are supporting curriculum and leadership developments. The local authority representative is part of a strategic group with the governing body, the executive headteacher and the head of school which is monitoring the impact of the action plan. A coaching programme to improve the quality of teaching so that it is at least good will be accessed through the local learning community.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Rotherham.

Yours sincerely

Helen Lane

**Her Majesty's Inspector**