

Fleetdown Primary School

Lunedale Road, Dartford, Kent, DA2 6JX

Inspection dates 25–26 September 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress and reach above average standards in reading, writing and mathematics by the time they leave at the end of Year 6.
- Children make rapid progress in the excellent Early Years Foundation Stage. They achieve standards at the end of the Reception Year that are above those expected for their age.
- All groups of pupils make outstanding progress, including disabled pupils and those with special educational needs, those in the Pirate Ship, disadvantaged pupils and the most-able pupils.
- Teachers have high expectations for the standards of behaviour and achievement of all pupils. They expect pupils to do the very best they can and pupils meet their high expectations.
- Teachers' marking and feedback to pupils gives them an excellent understanding of how to improve their work.
- Pupils are very proud of their school and have excellent attitudes to learning. Behaviour is outstanding and pupils say they feel extremely safe, secure and well looked after.
- Attendance has improved and is high.
- The headteacher and senior leaders have high expectations of staff to provide the best possible learning experiences for pupils. They share their experience and expertise with other schools and to train new teachers.
- Leaders at all levels are committed to continuously raising standards for all pupils.
- Pupils' spiritual, moral, social and cultural development underpins all that the school does.
- Governors know the school well and very effectively hold it to account for its performance.

Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, three of which were joint observations with the headteacher. In addition, inspectors talked to pupils about their work, looked at books and listened to some pupils read.
- Meetings were held with the headteacher, the head of school and the deputy headteacher as well as other staff with key leadership responsibilities. Discussions were held with pupils, members of the governing body and a representative from the local authority.
- Inspectors looked at a wide range of documents including: the school’s own check on its performance and the quality of teaching; the school improvement plan; information on pupils’ progress; and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of 101 responses over the past year to the online questionnaire (Parent View), the school’s own survey of parents, and letters from parents. They spoke to some parents at a Parent Forum session. They also looked at 37 questionnaires returned by staff.

Inspection team

Margaret Coussins, Lead inspector	Additional Inspector
Helen Hutchings	Additional Inspector
Michael Elson	Additional Inspector
Carol Vant	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The school has a unit, known as the Pirate Ship, for hearing-impaired pupils.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils who are supported by the pupil premium (additional government funding to give extra support to those pupils known to be eligible for free school meals and to children who are in care) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school makes provision for the Early Years Foundation Stage in three Reception classes. There is a nursery on the school site, which is managed by a private provider and not included in this inspection.
- The school provides a daily breakfast and after-school club.
- The headteacher is a National Leader of Education and the school is a National Support School.

What does the school need to do to improve further?

- Build on the strong partnership the school has with the large majority of its parents to communicate more effectively on some aspects of the school's work. Also, to secure the confidence of all parents in the school's leadership and management.

Inspection judgements

The leadership and management are outstanding

- The headteacher provides strong leadership and ensures that all leaders, staff and governors are committed to enabling every pupil to reach the highest standards. High expectations of staff and pupils ensure pupils make rapid progress and reach high standards.
- The headteacher's skills and expertise are recognised beyond the school in her role as a National Leader of Education. The school is proud of its work as a National Support School and sets great store in developing skilled teachers and leaders.
- Leaders have created a calm, hardworking school community where a culture of respect, strong values and excellent attitudes prevails. All staff and pupils live up to the school motto of 'TEAM', Together Everyone Achieves More, as there is strong and highly productive teamwork by pupils and staff.
- Pupils' spiritual, moral, social and cultural development is outstanding and underpins all that the school does. This is demonstrated in pupils' excellent attitudes to school, their sense of responsibility and their enjoyment of learning. A notable feature is the way in which all pupils engage in learning and using British Sign Language to ensure that pupils from the Pirate Ship are fully included in all aspects of school life.
- Senior leaders check the quality of teaching regularly and thoroughly. Trainee teachers and newly qualified teachers are supported extremely well by experienced mentors. Extra support is given to any teacher who needs it so that their practice improves.
- Subject leaders, especially for English and mathematics, provide excellent support and guidance to colleagues as well as skills and expertise in their areas.
- The performance of teachers is managed very effectively and decisions on pay and salary progression are closely linked to how well teachers improve progress for the pupils in their class.
- Pupils' progress is rigorously checked to make sure all groups of pupils are achieving as well as they should. The school has already developed a new system for assessing pupils' achievement, which places emphasis on pupils' depth of knowledge of subjects rather than levels attained.
- Leaders have recently extended the school's communication with parents with the introduction of parent mail and the opportunity for parents to attend a monthly Parent Forum meeting. This is in addition to text messages and regular reports that are sent to parents. The school's website gives a great deal of detail about how and what pupils learn in school.
- The large majority of parents think that the school responds well to any concerns they raise and that they receive valuable information about their children's progress. One parent wrote to inspectors to express this view, and inspection findings agree with this. A small minority of parents, however, expressed some concerns about these aspects as well as in the leadership and management of the school.
- The school provides an exciting, rich and broad range of subjects and an excellent range of additional activities and trips. Music, art, drama and sports have a high profile and pupils enjoy excellent opportunities to use their skills, particularly in mathematics and English, across different subjects.
- Pupils explore what it means to be British as well as the diversity of faiths and cultures in modern Britain. As well as first-hand experience of the needs of hearing-impaired children, this helps pupils learn tolerance, respect and understanding of differences.
- Leaders make excellent use of additional funding for sports to bring specialist expertise into school to work alongside teachers to increase their skills and work directly with pupils. The impact is monitored carefully to ensure there are significant benefits for pupils.
- The local authority has provided 'light-touch' support for this continuing outstanding school.

■ The governance of the school:

- Governors have a very clear understanding of the school's performance. They are knowledgeable about information on pupils' achievement and know how well the school is doing in relation to other schools. Although there are some new governors, they know the school well as they are well informed by the headteacher and undertake training. There are regular visits and shared reports to help monitor the school's work, in particular pupils' achievement. This enables them to challenge as well as support and hold the school to account for its performance. They have a clear overview of the quality of teaching from senior leaders, and of how excellent teaching is rewarded. They support senior leaders with new teaching appointments. Governors are fully aware of how the school is spending additional funding and the impact it has on pupils' achievement. The governing body meets its statutory requirements, including those for safeguarding, and makes sure that finances are managed well.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They enjoy school, as reflected in their high attendance. They have exemplary attitudes to learning and enjoy their lessons, which helps them to make outstanding progress. They settle to work quickly at the start of lessons, listen attentively to teachers and each other, and respond immediately to instructions.
- Pupils are very proud of their involvement in creating the school's behaviour code, which is displayed in all classrooms and around the school. A group of pupils agreed that 'because we wrote it, we stick to it, and it's about treating other people with respect'.
- Year 6 pupils are excellent role models for younger pupils and very proud to be rewarded with their blue sashes to show that they set a good example of impeccable behaviour. Younger pupils are motivated and respond extremely well to rewards in the form of 'Alien Points'.
- Pupils are exceptionally polite and friendly, and were very happy to talk to inspectors about their work and their school. They behave equally well in the playground, around the school and when working with other adults outside the classroom.
- The large majority of parents who responded to Parent View think that the school makes sure that pupils are well behaved, although a very small minority disagree. Records show that outstanding behaviour is typical over time. The very few pupils who find it difficult to manage their own behaviour appropriately are supported extremely effectively.
- There are very caring, supportive and trusting relationships between staff and pupils which mean that pupils are confident to talk to staff should they have any problems in or out of school.
- The school's work to keep pupils safe and secure is outstanding, and most parents who responded to Parent View agree that their children feel safe in school. Safeguarding requirements are met, and all staff know and follow effective policies and practices.
- Pupils say they are not aware of any bullying in school. They are confident, however, that if any problems should arise, for example pupils 'falling out' with each other, staff help them deal with it quickly and fairly. In discussions, pupils show that they have an excellent awareness of different types of bullying, including prejudiced-based and cyber-bullying. Pupils have an excellent understanding of e-safety.
- The breakfast and after-school clubs provide an excellent start and end to the day for those who attend. One pupil told an inspector how attending breakfast club 'helps me get to school on time'.

The quality of teaching is outstanding

- Staff have very high expectations of pupils for their learning and behaviour. As a result, there is a calm, purposeful atmosphere across the school. Pupils become confident learners who respond well to challenging work.
- Teachers ensure that all pupils are fully engaged in lessons and careful planning includes aspects of pupils' spiritual, moral, social and cultural development as well as a drive to ensure all groups benefit from the best possible learning experiences.
- Teachers constantly check pupils' understanding and progress carefully, with regular testing when appropriate. Pupils' responses to questions signpost the need for either more support or more challenge. This ensures that all pupils, including those in the Pirate Ship, learn as well as they can.
- Pupils gain useful information on how to improve through the consistently good marking of their work, which also helps them to evaluate their own progress and learning.
- Skilled, well-trained support staff work very effectively with class teachers and contribute significantly to pupils' learning.
- Pupils are proud of their achievements and take care to present their work carefully.

The achievement of pupils is outstanding

- Pupils in Years 1 to 6 make outstanding progress and achieve high standards in reading, writing and mathematics by the time they leave. This prepares them exceptionally well for their next schools.
- Previously published information, up to 2013, indicated that pupils' progress was below expectations, particularly for the most-able pupils and in reading and writing. New, more-precise checks on learning show that the pupils who were in Year 6 in 2014 made outstanding progress. School checks on progress

last year show a similar picture is continuing across the school.

- Pupils' attainment in reading, writing and mathematics was above average in 2013. School information and the, as yet, unpublished results for 2014 show improved standards that are likely to be significantly above national averages. Pupils' work and their knowledge and understanding demonstrate that they are securely on track to maintain significantly above average standards by the end of Year 6 in 2015.
- In the 2013 Year 1 screening check for phonics (the sounds that letters make), the proportion reaching the required level was well above average, and the proportion was even higher in 2014. Pupils make rapid progress because they have an excellent knowledge of phonics and have many opportunities to use what they have learned. For example, pupils in Year 1 made good use of the previous day's learning when reading the story of *The Bad Fox*.
- There has been a marked improvement in reading, which was the weakest subject in 2013. A focus on motivating pupils to read for pleasure, exciting reading areas in classrooms, and promoting reading at the local library and at home have all had a positive impact on reading standards for all pupils. In particular, standards have improved for boys and the most-able pupils.
- The school demonstrates its commitment to equal opportunities by working exceptionally well to eliminate any barriers to learning that might prevent individuals or groups making outstanding progress.
- Disabled pupils and those who have special educational needs, including those in the Pirate Ship, make outstanding progress. They are very well supported in class lessons, in smaller groups or on a one-to-one basis. They have access to everything that is offered to other pupils. The school demonstrates its commitment to equal opportunities by working exceptionally well to eliminate any barriers to learning that might prevent individuals or groups making outstanding progress.
- In 2013, the attainment of disadvantaged pupils who were supported by additional funding was behind that of their classmates and similar pupils nationally. Attainment was around six months behind their classmates in mathematics and around 12 months behind in reading and writing. However, the gap in their attainment had narrowed from previous years. In 2014, the gaps in attainment narrowed further, particularly in reading, where disadvantaged pupils did better than their peers. Across the school, the progress of disadvantaged pupils is generally similar to, and sometimes better than it is for other pupils.
- The most-able pupils make rapid progress through the school and reach high standards by the end of Year 6. In 2014, there was a notable increase from the previous year in the proportion of pupils reaching the higher levels of attainment at the end of Year 2 and Year 6. Their work shows the way in which very challenging tasks and additional support motivates and inspires them to do their very best.

The early years provision

is outstanding

- Children start in the Reception classes with skills and knowledge below those typical for their age. They make outstanding progress and enter Year 1 well prepared for further learning. In 2013 and 2014, the proportion of children who achieved a good level of development was above the national level.
- Children are taught exceptionally well. Teachers plan an extensive range of stimulating activities that fully engage children's interests.
- The provision is very well planned and based on children's individual needs. As a result, the school quickly identifies any children who may have special educational needs and supports them straight away. More-able children are similarly identified and challenged.
- A very close check is kept on how well children are doing. This information is used very effectively to plan the next steps for learning. This was an aspect for improvement in the previous inspection report.
- Children feel very safe and, at this early stage of the year, have already settled into classroom routines. Staff have clear expectations for behaviour, which children meet. This ensures a calm, ordered atmosphere. Children are polite and respectful to each other and the adults who work with them.
- Careful questioning and discussion continually develop children's language and communication skills.
- Excellent use of the outdoor space supports learning in all areas with a wide variety of activities.
- The Early Years Foundation Stage is expertly led and managed. There is strong teamwork and an excellent ratio of staff to children. Staff work very effectively to engage parents with their children's learning and are accessible to parents at the start of the day. This helps children come happily to school, ready to focus on their learning.

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	135994
Local authority	Kent
Inspection number	444161

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	529
Appropriate authority	The governing body
Chair	Brenda Smith
Headteacher	Angela Konarzewski
Date of previous school inspection	30–31 March 2011
Telephone number	01322 226891
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