

Flamstead End School

Longfield Lane, Cheshunt, Waltham Cross, EN7 6AG

Inspection dates 15–16 January 2015

Overall effectiveness	Previous inspection:	Good	2
	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.

- Achievement is outstanding because pupils make excellent progress and attainment is well above average by Year 6 in reading, writing and mathematics.
- Disadvantaged pupils make outstanding progress and so their attainment matches that of the others.
- The most able pupils make marvellous progress. For example, in 2014 nearly three-quarters of Year 6 pupils gained higher Level 5 results in mathematics.
- Pupils who are disabled or who have special educational needs achieve outstandingly well and last year many caught up with the rest of Year 6. Nearly all those who did not have a statement of special educational needs attained the standard expected for this age in reading, writing and mathematics.
- Children in nursery and reception classes get off to a flying start and different groups of children progress very well in key areas of learning and especially in literacy.
- Teaching is outstanding because teachers expect a lot from each pupil. Staff plan interesting activities which ensure pupils gain a great deal of new knowledge every day.
- Occasionally feedback from staff is not specific and so a few pupils do not know how to improve their work.
- Pupils' behaviour is outstanding and they are extremely thoughtful. Parents, staff and governors all agree that behaviour is excellent.
- Pupils are keen to do well and they concentrate very effectively in lessons. This is because staff develop positive relationships with pupils and support them really successfully to work together.
- Attendance is above average and pupils are rarely late for school. This is because leaders check up on these aspects carefully.
- Pupils feel safe in school and know how to keep themselves safe on the internet because of valuable advice given by teachers.
- Outstanding leadership from the headteacher, deputy headteacher and governors means the school is always looking for ways to improve pupils' progress. Since the academy opened, significant improvement has been made to the rate of progress made by disadvantaged pupils. This is because teaching is even better.
- Senior and subject leaders watch achievement exceptionally well and so gaps in pupils' knowledge and understanding are filled.
- The Speech and Language Unit is led thoughtfully and so pupils make good progress in key areas of learning.
- Parents, staff and leaders work very successfully together. Parents are confident that teaching and care for their children are particularly strong.

Information about this inspection

- The inspection team visited 21 lessons, some jointly with the headteacher, deputy headteacher and senior leaders. As well as observing lessons inspectors also studied pupils' records of progress and books in many year groups. They heard some pupils read and attended two assemblies.
- Meetings were held with the headteacher and members of the senior leadership team, subject leaders, other staff with responsibility for areas of the school's work and with pupils. The lead inspector met with three members of the governing body.
- Responses from 53 parents and carers to the Ofsted Parent View survey were taken into consideration.
- Inspectors took into account 27 completed staff questionnaires.
- The inspection team observed the school's work and looked at a range of documentation, including records of pupils' behaviour, and the school development plan. They looked at leaders' records which show the impact of teaching, minutes of governors' meetings and documents relating to safeguarding.

Inspection team

Jackie Cousins, Lead inspector

Additional Inspector

Ian Morris

Additional Inspector

Gillian Bosschaert

Additional Inspector

Full report

Information about this school

- Flamstead End School converted to become an academy school on 4 April 2013. When its predecessor school, which had been called Flamstead End Primary and Nursery School, was last inspected by Ofsted, it was judged to be good overall.
- The academy is larger than the average-sized primary school.
- Most pupils are White British, a quarter are from minority ethnic groups and one in ten speak English as an additional language.
- At around one quarter, an average proportion of disadvantaged pupils are supported by the pupil premium funding. This is additional funding for pupils in the care of the local authority and those known to be eligible for free school meals.
- About one in ten pupils are disabled or have special educational needs. This proportion is average.
- The school has a specially resourced provision for pupils with speech and language difficulties for up to ten children between the ages of four and seven years. The school calls it the Speech and Language Unit.
- Early Years provision is full-time for reception children and part-time for nursery children.
- The school has a children's centre on the school site. There is a pre-school for two to three-year-olds open five days a week during term-time from 8.45-11.45 and 12.30-15.30. A breakfast club is run from 7.45-9.00 and an after-school club is run from 3.15-6.00. None of these settings were part of this inspection because they are all managed separately.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Ensure that staff use feedback more effectively so that pupils know how to improve their work in even more depth.

Inspection judgements

The leadership and management are outstanding

- The headteacher, deputy headteacher and governors form an outstanding team. They create an atmosphere in the school where pupils from all backgrounds and abilities flourish. Pupils and staff form a strong partnership. This means that pupils are prepared for the next stage of education exceptionally well both in their academic results, positive attitudes to learning and their behaviour.
- Pupils enjoy a rich variety of projects. They like learning about the past as well as current topics. The school prepares pupils for life in modern Britain in many ways. The Year 6 pupils learn about how the British government works and how the Members of Parliament from different parties may have very different opinions. Work in books shows Year 3 pupils learnt about how to handle challenging situations where someone has said something which offends them when they wrote about a conversation they could have to explain their feelings.
- Senior and subject leaders watch pupils' progress exceedingly carefully. They identify which pupils who are making slower progress would benefit from extra help and make sure that they receive it. This means that all groups including disadvantaged, more able, those with a disability or special educational needs, from minority ethnic groups or who speak English as an additional language make outstanding progress. Extra funding including pupil premium funding is used extremely astutely.
- Senior leaders keep a very close eye on the quality of teaching and its impact on pupils' achievement. They study pupils' work in books and observe teachers so that they can assist them to improve. Training is used wisely to develop staff expertise. For example, training in the sounds that letters make (phonics) successfully enhanced staff skills in teaching reading and writing.
- The leadership of both the Speech and Language Unit and of pupils with a disability or special educational needs in the main school is strong and so these pupils are supported very thoughtfully. This enables them to make up ground effectively and develop their basic skills.
- Primary sports funding is used outstandingly well and so pupils enjoy a broad range of sporting activities including street dancing, rounders, netball and football. Pupils go swimming regularly and virtually all learn to swim unaided before they leave the school. The proportion of disadvantaged pupils who attend after-school activities is similar to that of other pupils. The school treats all pupils equally fairly and discrimination is not tolerated.
- Safeguarding pupils is given a high priority. The single central record is kept up to date and necessary checks are carried out on staff. Risk assessments are completed carefully for various activities inside and outside school.
- **The governance of the school:**
 - Governors watch over the effectiveness of the school and finances exceedingly wisely. They join meetings to see how much progress pupils have made each half-term and understand how those with gaps in their understanding are being helped. This means that they know how successful teaching is in each class, year group and for different groups of pupils. The governors know that staff are promoted because of a strong track record of working with pupils and that underachieving staff are helped to improve their teaching skills. They use data especially rigorously. The governors are clear that the gap between disadvantaged pupils and the rest has been reduced significantly and is very small or has closed by Year 6. The headteacher's performance is checked up on regularly by governors and last year targets to improve the school were met. The governors and school leaders are constantly looking for ways to make the school better. Every year they consider particularly astutely how this can be done and use planning to achieve this.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. They are extremely polite and considerate. The school often receives comments from visitors about pupils' excellent conduct. Parents, staff and governors all agree that behaviour is excellent.
- Pupils are exceptionally keen to do well. They concentrate productively in lessons and persevere when work is challenging. This is because staff encourage them very successfully to do their best every day.
- Pupils have high levels of self-esteem because they are especially supportive towards each other. One pupil said, 'There is a mix of confident and shy children in the school. The confident ones help the shy ones to be more confident.'
- Pupils respect each other and get on outstandingly well. One pupil said, 'Everyone thinks everyone is all the same. Everyone is treated equally fairly.' Clubs and lunch time activities allow pupils to make friends exceptionally successfully with people from all backgrounds and abilities. Very few racial incidents occur and no exclusions have taken place since the academy opened.
- Pupils who attend the Speech and Language Unit learn to concentrate and behaviour is really good because staff care and guide them extremely thoughtfully.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they are safe in school all the time. Bullying is rare. Pupils explain exceptionally clearly how it is sorted out by staff. One pupil said, 'Sometimes bullies and victims become friends.' This is because teachers are particularly supportive.
- Pupils know how to keep themselves safe on the internet and say cyber-bullying is not a problem for them. Fire drills occur regularly and pupils know what to do if they have to evacuate the building in an emergency. One pupil said, 'Don't go back for your pencil. Pencils can be replaced.'
- Attendance and punctuality are above average. The proportion of pupils who are persistently absent is reducing. The small number of pupils who were persistently absent in the last academic year have significantly improved their attendance since September 2014. This is because senior leaders monitor absence and punctuality very rigorously.
- Pupils who attend the Speech and Language Unit feel safe. Parents whose children attend this unit and the main school are unanimous that pupils are safe and secure in school.

The quality of teaching is outstanding

- Teachers have valuable subject knowledge which they share with pupils. This means that pupils develop their expertise outstandingly well in a wide range of subjects including reading, writing, mathematics, physical education, history, art and design and technology.
- Teachers expect a huge amount from pupils and they structure work so that pupils develop key skills exceedingly carefully. The teaching of mathematics is a great strength and so, for instance, Year 3 pupils learnt to solve complex word problems and explained very clearly how they worked out their answers. This is because staff use questions really thoughtfully.
- The teachers check on what pupils can and cannot do throughout the session. They adapt the work so that pupils move on to more challenging tasks. The teaching of reading is excellent and pupils use their knowledge of phonics successfully to read unknown words. The pupils discuss with great clarity the characters and plots in the books they read. By Year 6 nearly all can predict what will happen next in a story using the text.

- The teaching of writing is outstanding and so pupils learn to write extremely well. The Year 6 books show how much progress pupils have made over the last year. The pupils' work shows very clearly how they use vocabulary to interest the reader. Their writing often describes characters and scenes in great depth.
- Pupils' speech and language skills develop successfully whether they are in the Speech and Language Unit or the main school. This is because teachers and staff discuss topics very thoughtfully. Pupils often talk about their work before they start to write, which helps them to organise their thinking productively.
- Occasionally feedback is not always specific enough and so a few pupils do not know how to improve their work and move to the next stage of development.

The achievement of pupils

is outstanding

- Children start at the school with levels of skill which are typical for their age but there are some important gaps in their literacy and mathematics skills. They make outstanding progress and so for the last two years standards in Year 6 in reading, writing and mathematics have been well above average. Work in books shows attainment in the current Year 6 is similar to last year's results. This is because the proportion of pupils who make expected and better progress is above average for all groups.
- Children make extremely good progress in Nursery and Reception Years. As a result an above average proportion of children reach a good level of development and this includes disadvantaged children. The gap between disadvantaged pupils and the rest has virtually closed by the end of the Reception Year.
- Pupils make particularly strong progress in learning to read and use phonics. In 2014 virtually all Year 1 pupils passed the phonics check, including those who speak English as an additional language. This is because teachers' expertise in this area of learning is excellent. They are highly dedicated and so they give extra support everyday to pupils who have gaps in their phonics knowledge.
- The most able pupils, including those from minority ethnic groups, achieve exceptionally well. This year about four in ten, which is a high proportion of pupils, gained the higher Level 5 results in reading, writing and mathematics. Work in books show the most able pupils wrote extremely successfully about the features of an autobiography, a structured argument and their own feelings when placed in a challenging situation.
- Disadvantaged pupils' achievement is outstanding because the gap between their attainment and others nationally has been closed. In 2014 results for disadvantaged pupils were one term ahead of others nationally in mathematics, half a term ahead in writing and the same as those nationally in reading. The gap between disadvantaged pupils and the rest in the school was also very small and was one term in reading and writing and no gap in mathematics.
- Pupils who have a disability or who have special educational needs make excellent progress. They did so well last year that nearly all gained the expected standard in reading, writing and mathematics in Year 6 if they did not have a statement of special educational needs. This is because staff work with these pupils very thoughtfully and help them to catch up with others.
- Pupils who attend the Speech and Language Unit progress well and learn to communicate successfully. They also develop their key skills effectively because staff watch their progress.

The early years provision

is outstanding

- The school works extremely carefully with parents to settle children into school life. Children quickly learn school routines and work well with staff. There is a very good balance between adult-led and child-selected activities. This means that children's interests are followed up successfully. Leadership is outstanding because the leader for the Early Years monitors what children and staff are doing inside and outside the classroom and looks for ways to make things even more effective.

- Children make excellent progress in nursery and reception classes and so gaps in their writing and speaking and communication skills are closed. In 2014 children made particularly strong progress in reading and writing. By the end of the Reception Year nearly three-quarters of children reached the goals set for this age in literacy. The gap between disadvantaged children and the rest has nearly closed and is very small for the proportion of children gaining a good level of development. They are exceptionally well prepared for Year 1.
- A significant proportion of the most able children exceed the goals set for them in language and communication, physical development, literacy, mathematics and understanding the world. This is because teaching has an outstanding impact on children's learning. Staff check on children's attainment very regularly. They challenge the most able and the least able children so that they move onto the next stage of development.
- Children learn to behave extremely thoughtfully. They share equipment fairly and safely. The children concentrate outstandingly well. This is because staff manage them skilfully. Children receive wonderful care from staff. Several staff have extra qualifications for children in the Early Years including first aid and food hygiene.

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	139545
Local authority	Hertfordshire
Inspection number	449951

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	The governing body
Chair	Mike Howell
Headteacher	Sue Killey
Date of previous school inspection	Not previously inspected as an academy
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