

# Flash Ley Primary School

Hawksmoor Road, Stafford, ST17 9DR

**Inspection dates** 26–27 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Standards in reading, writing and mathematics are too variable. Pupils do not make consistently good progress in reading, writing and mathematics as they move through the school. This is because teachers' expectations are often too low and pupils' skills are not extended sufficiently in topic work or in investigations.
- Teachers do not set sufficiently challenging work for the most-able pupils or work that is at the right level for the least-able pupils because they do not have a clear understanding of what pupils already know and can do.
- Some teachers do not give enough attention to improving pupils' basic skills in spelling, handwriting and punctuation.
- Pupils do not work hard enough in some lessons. They do not always behave as well as they should, for example at lunchtime.
- In the early years, teachers' assessments of children's development when they start in the Nursery are not always accurate. Use of the outdoor environment is not effective.
- There are inconsistent approaches to the setting of homework and the day-to-day assessment of pupils' progress.
- Although governors now hold leaders to account more effectively than in the past, these improvements in governance are too recent to have had a marked impact on pupils' achievement.

### The school has the following strengths

- The new headteacher and deputy headteachers have rapidly identified the school's strengths and weaknesses. They have already begun to improve teaching, and this is helping raise pupils' aspirations and achievement.
- The school makes sure that pupils are well cared for and safe at all times.
- Displays around the school are very stimulating and exciting. They are transforming the learning environment and are greatly appreciated by pupils.
- Pupils in the speech and language unit make good progress.
- The school has established good links with the local community and uses these well to support pupils who often have to cope with very challenging circumstances.

## Information about this inspection

- Inspectors visited lessons and an assembly, and examined the quality of work in pupils' books.
- Inspectors observed pupils' behaviour in lessons, around the school, and at break and lunchtimes. They had formal and informal discussions with pupils and met with the school council.
- Inspectors took account of the 28 responses to the online questionnaire, Parent View, as well as the school's own survey of parents' views. Inspectors also took account of the 27 responses to staff questionnaires.
- Inspectors met with parents, the headteacher, other school leaders, a group of governors, and a representative of the local authority.
- Inspectors looked at school documents, including information about pupils' achievement, records of behaviour and attendance, records of monitoring, school self-evaluation, plans for improvement, and information relating to safeguarding.

## Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Michael Parker

Additional Inspector

Lynn Stanbridge

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Children attend part time in the Nursery and full time in the Reception class.
- Most pupils are White British, and almost all pupils speak English as their first language.
- The proportion of pupils who are eligible for support from the pupil premium is higher than average. The pupil premium is additional funding for those pupils known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is in line with the national average.
- The school operates specially resourced provision in the form of a speech and language unit for 10 pupils aged four to 11 years, some of whom come from other schools within the county.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- There have been a considerable number of changes in staffing since the last inspection. The current headteacher and Chair of the Governing Body took up their positions in September 2014. Other leaders have also taken up their posts during this year.

### What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make consistently good progress in reading, writing and mathematics by ensuring that all teachers:
  - assess pupils' work accurately and use these assessments to plan and set work in lessons that build systematically on what pupils already know
  - set work of an appropriate level of challenge for pupils of all abilities, including the most able
  - make sure that pupils work hard in class and present high quality work in their books at all times
  - give pupils appropriate opportunities to apply their skills in reading, writing and mathematics across other subjects
  - pay careful attention to improving pupils' spelling, punctuation and grammar.
- Improve the effectiveness of leadership and management in raising pupils' achievement by ensuring that:
  - leaders regularly check that all teachers demonstrate high expectations of pupils' attitudes to learning in class and of their behaviour at lunchtimes
  - the policy governing the setting of homework is implemented across the school
  - governors play a full role in holding the school to account for the effectiveness of its work.
- Raise the quality of provision in the early years by:
  - improving the accuracy of the assessments of children's skills when they start school and in their everyday work
  - developing more effective use of the outdoor environment to support children's progress.

## Inspection judgements

### The leadership and management requires improvement

- Leaders have not ensured that teaching has been consistently good enough to maintain the standards in reading, writing and mathematics seen at the time of the last inspection. There have been frequent changes of staff that have meant school policies have not been followed or have lapsed. Teachers' expectations, both of pupils' achievement and of their behaviour and attitudes to learning, have not been consistently high enough.
- The curriculum requires improvement. Planned activities do not wholly reflect the recent changes to the National Curriculum and teachers do not use their assessments of pupils' progress to plan lessons that help pupils to build on what they already know and can do. Pupils enjoy the range of topics they are taught, such as crime and punishment, the rainforest, the Romans, and the history of the school. However, there are not enough opportunities for them to develop basic reading, writing and mathematics skills through these topics.
- The new headteacher joined the school in September 2014 and very rapidly identified its strengths and areas to develop. He has quickly introduced much more rigorous systems for monitoring teaching and achievement, so that pupils' progress is tracked more carefully; consequently, pupils who are falling behind are now being identified more systematically. In addition, he has instigated a detailed programme of staff training. These measures are already leading to better teaching and achievement. They are, however, still at an early stage.
- All current subject and other leaders have taken up their posts during this school year. They share the headteacher's vision for improvement and have acted with urgency and determination to address weaknesses in their areas of responsibility. This has been effective in starting to improve aspects within the school, but this is not yet having sufficient impact on achievement and teaching over time.
- Staff are held accountable increasingly well because leaders are using the school's appraisal system more effectively than in the past to measure teachers' success against the progress pupils make, and to identify their training needs. This is beginning to improve pupils' achievement and behaviour.
- The pupil premium funding is used to provide one-to-one support, small-group tuition and support with school trips for disadvantaged pupils. Gaps in attainment compared with other pupils in school and pupils nationally are still apparent, but data on current achievement show that these are closing.
- The primary school physical education and sport funding provides coaching for a wide range of sports and training for staff. Pupils enjoy the wide range of clubs and activities offered.
- Pupils' spiritual, moral, social and cultural awareness is an effective aspect of the school's work which successfully promotes respect, tolerance and traditional British values. This is helping pupils to talk about important issues in school. The school has arranged visits to various places of worship – including a mosque and a synagogue – to help pupils understand and respect the beliefs of others. Several pupils are involved with the local church and have undertaken a number of community projects, including the development of a garden and play area.
- The speech, language and communication unit is well led and managed. The unit provides good support for pupils' well-being and language development, and this enables the pupils to make good progress in both areas of development.
- The local authority is working closely with the headteacher to improve the school. Officers have engaged in a broad programme of support in areas identified as needing improvement. The improvement this year in pupils' achievement in phonics and reading shows the effectiveness of this support.

■ The school's commitment to equal opportunities is shown in leaders' much improved monitoring of the achievement of pupils of all backgrounds and abilities, the resources committed to improving progress for all, and the improved achievement of disabled pupils, those who have special educational needs, and those receiving support through the pupil premium funding.

■ **The governance of the school:**

- Governors took part in a local authority review during the autumn term. This recognised improvements made since the last inspection but identified areas for further development, such as teaching and governors' ability to hold the school properly to account. Under the leadership of the new Chair of the Governing Body, governors have begun to oversee the work of the school much more effectively. However, they recognise that these improvements have not yet had time to impact fully on pupils' achievement.
- Governors have undertaken considerable training to improve their understanding, both of their role and their expertise in carrying it out. They are now using data and other information more effectively to identify where the school needs to improve. Together with the headteacher, they have developed a more rigorous staff appraisal system to monitor the effectiveness of teaching and make informed decisions about pay and career progression.
- Governors manage the budget well to support the improvement needs of the school and they check that additional funds, such as the pupil premium, are used effectively.
- Governors ensure that safeguarding requirements are met in full.

**The behaviour and safety of pupils**

**requires improvement**

**Behaviour**

- The behaviour of pupils requires improvement. Pupils' attitudes to learning and their behaviour in class are not consistently good across all age groups and lessons. Most pupils are polite and courteous in the corridors and around the school, but in the dining room they do not always behave in as calm and orderly a fashion as they should.
- Rewards are used well by staff to encourage hard work but teachers' expectations of behaviour are not always high enough. While disruptions to learning are rare, some staff do not challenge pupils who shout out or who are not sufficiently focused on their work.
- Although pupils are eager to learn, they do not all settle to work quickly enough. They answer questions enthusiastically but sometimes find it hard to wait for their turn. When given the opportunity, they co-operate well with each other in class, but they do not look to improve their own work without being prompted. Work in books indicates that some pupils do not show sufficient diligence or care.
- Pupils are keen to take on responsibilities, particularly by representing their class on the school council. They learn about British life and values through the democratic process of voting for members who have to apply formally for their role. Older pupils are keen to be role models for others.
- Pupils' behaviour and attitudes in the speech, language and communication unit are good, and this supports their learning well.

**Safety**

- The school's work to keep pupils safe and secure is good. Systems that are required to be in place in school are well managed. The school site is secure and visitors are checked before they enter the school. All necessary checks are undertaken before staff are appointed.
- The overwhelming majority of parents who responded to Parent View, and pupils spoken to, agree that the children are safe and well cared for. Teachers keep a close eye on any pupils who give cause for concern and provide good support through the nurture programme within school. Because of the amount of attention they are given, these pupils are able to make good progress academically as well as in their emotional development.

- The school takes care to ensure that pupils use computers and the internet safely. E-safety has a strong focus through regular assemblies, whole-school events and class lessons. Pupils talk confidently about how to stay safe when using mobile phones and the internet.
- Pupils understand the different forms that bullying can take. They told inspectors that bullying or any kind of name-calling is rare, but that it is dealt with urgently and effectively if it happens. Racism and exclusions from school are very rare because of the high level of support by staff.
- Attendance is in line with the national average. It has improved over recent years because of the good support given to children as soon as they are identified as having any attendance problems.

### **The quality of teaching** requires improvement

- Staff do not always have high enough expectations of pupils' work and behaviour. While this is improving, and there is some high quality practice on occasions, teaching is not consistently good across all classes.
- Some staff do not have a clear enough understanding of what their pupils already know and can do, and so the work planned for them does not provide an appropriate level of challenge or support. While this has improved rapidly recently, the school has not fully adapted to the requirements of the new National Curriculum or established a reliable system for assessing pupils' progress.
- While pupils are given extra challenge, support or tuition in booster or intervention classes, teachers do not always make their expectations of the most-able pupils clear enough, or provide clear guidance to disabled pupils and those who have special educational needs.
- Relationships between staff and pupils are warm and generally respectful, but staff do not always challenge those pupils who shout out or do not take turns.
- Teachers do not routinely follow the agreed policy for the setting of homework. Where homework is set, it is done to a high standard and supports learning well. The school has already responded to concerns expressed by pupils by offering a regular homework club.
- The teaching of phonics and reading is improving in most classes and this is raising the standard of reading across the school. However, there are not enough opportunities for pupils to develop these skills through research in their topic work.
- The teaching of mathematics is improving across the school, but there are still not enough opportunities for pupils to apply their numeracy skills through solving problems or undertaking investigations. This means that some more-able pupils are not stretched sufficiently.
- The quality of teaching of writing is inconsistent across the school. Some pupils have good opportunities to apply their skills when working on extended pieces of topic work, such as letters to the Prime Minister about the HS2 train route or accounts of the rainforest, but this opportunity is not made available in all classes. Some teachers do not give enough attention to improving pupils' basic skills in spelling, handwriting and punctuation.
- Teachers make the focus of learning clear or try to engage pupils actively in their learning. However, they do not always make it clear in lessons what is expected of pupils of different abilities.
- Some staff use good questioning skills to determine whether to stretch pupils further or to give them extra support, but this is not consistent across the age groups.
- Marking in pupils' books has improved rapidly during this academic year. While this is a relatively new development, it is clear that it is having a positive effect on the progress made by pupils and their understanding of how to improve their work.

- Teaching assistants are well trained and generally make a valuable contribution to pupils' progress.
- Support for the emotional development for pupils with identified needs is of high quality and help them to make progress.
- Teaching in the speech, language and communication unit is good. It enables these pupils to make good progress in both their communication skills and personal confidence, so that they are equipped to return to mainstream classes quickly.

### The achievement of pupils

### requires improvement

- Attainment at the end of Year 2 in 2014 was below average overall and in mathematics, but broadly average in reading and writing. Evidence in school data and pupils' books suggests that achievement in Years 1 and 2 is improving rapidly, though there are still too few opportunities for pupils to develop their writing and mathematics skills in extended pieces of work, individual research or by solving problems.
- The achievement of pupils in Year 6 in 2014 was average overall but below average in reading. Too few pupils reached the higher levels in reading, writing or mathematics. The work of pupils currently in Year 6 shows that they are making much better progress and are on track to achieve higher standards.
- The achievement of the most-able pupils is inconsistent across the school. They are not always challenged sufficiently or given the opportunities to apply their skills in, for example, investigations, problem-solving or open-ended activities.
- Disabled pupils and those who have special educational needs make good progress from their starting points because their achievement is tracked carefully and extra support is given to help them. Sometimes, work in class does not match their specific learning needs well enough for them to make as much progress as they could.
- In Year 6 in 2014, disadvantaged pupils were three terms behind peers in school in mathematics, just over a term behind in reading, just over a term behind in writing, and just under a term behind in English spelling, punctuation and grammar. They were nearly three terms behind other pupils nationally in mathematics, three and a half terms behind in reading, one and a half behind in writing, and nearly a term behind in English, spelling, punctuation and grammar. Data and pupils' books show that these gaps are beginning to close and, in some classes, have closed.
- Reading has been an area of concern across the school. Evidence gained during the inspection from data, from listening to pupils read, and from inspectors' observations of lessons, shows that this is improving rapidly. Pupils were keen to share their reading and to talk about their books. However, day-to-day monitoring of pupils' reading is not sufficiently rigorous.
- Pupils starting in Year 1 this year made good progress in the early years and joined Year 1 with skills much closer to those expected for their age. In the Year 1 phonics screening in 2014, pupils achieved levels slightly above those nationally.
- Achievement of pupils in the speech, language and communication unit is good because staff have a clear understanding of what the pupils already know, and plan exciting and well-pitched learning activities.

### The early years provision

### requires improvement

- Most children join the school with skills and experiences levels of attainment that are below those typical for their age in speech and language. Although these difficulties have largely been resolved, inaccurate assessment of children's level of development has hindered children's progress in the past. Although rates of progress are improving, children have generally made slower progress than they should.
- Almost all staff in the early years, including the coordinator, are new to their posts. This has delayed

development of this key stage. Leaders acknowledge that the checks on what children knew and could do on entry this year had inaccuracies, which meant that planning for learning in the early stages did not meet the learning needs of all children appropriately.

- Urgent measures to support the development of staff skills and knowledge are leading to improvement, but these are at an early stage. Inspectors witnessed some good practice leading to better achievement by children during the inspection but, overall, weaknesses in teaching in the past have hindered learning over time.
- Teaching is improving because staff are now more reflective about their practice and accurate in their judgements of the progress children make. Adults organise interesting activities which the children enjoy, but the outdoor area is not used effectively to promote children's learning.
- Children are attentive and listen well to their teachers but there are not sufficient opportunities for them to develop their attitudes, relationships and behaviour in those activities that they choose or initiate for themselves.
- All safeguarding and welfare requirements are met, and children are safe and well cared for.



## 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

<b>Unique reference number</b>	124205
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	456289

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	372
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Wilson
<b>Headteacher</b>	Simon Barker
<b>Date of previous school inspection</b>	11–12 January 2012
<b>Telephone number</b>	01785 356642
<b>Fax number</b>	01785 356651
<b>Email address</b>	office@flashley.staffs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

