

Fletewood School at Derry Villas

88 North Road East, Plymouth, Devon PL4 6AN

Inspection dates

28 to 30 March 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The new headteacher has maintained the high standards already established in the school. She has created a cohesive team with an almost entirely new staff who work very well together. As a result, pupils continue to thrive and achieve well.
- The headteacher has developed a new system of observations of teaching and this has helped teachers to plan more effectively to meet the needs of individual pupils and groups of pupils.
- The curriculum covers all the required areas of learning and is planned with imagination and creativity so that pupils focus well, deepen their knowledge and are curious to learn more.
- Teaching is strong. Regular assessment of pupils' work is used to plan next steps so that pupils know how to progress. At times, pupils are not encouraged to move on to more challenging work when they are ready for it.
- The highly positive ethos of the school, regular assemblies and personal, social and health education (PSHE) contribute exceptionally well to pupils' spiritual, moral, social and cultural development. Pupils learn to be thoughtful and considerate. They are extremely well looked after by a caring and committed staff.
- Children in the early years make good progress in their learning and personal development. They are kept safe and well looked after by a team of highly-committed staff.
- The behaviour of pupils is exemplary. There is little disruption or lack of focus in lessons. Pupils are mature in their approach to learning. They share their curiosity and eagerness to learn with staff who fully encourage them at all times.
- Pupils who join the school at a later stage of their education, and who often need to catch up, are given good support and quickly begin to improve in their learning. Pupils develop improved self-confidence and self-esteem as a result of the support and they thrive.
- The headteacher and board of governors have ensured that all of the independent school standards and statutory requirements for the early years foundation stage are met. However, governors do not scrutinise documentation and policies regularly enough to fully support the work of the school.
- In discussion and in questionnaires, parents report that they are very appreciative of all that the headteacher and her staff provide for the academic and personal development of their children.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Strengthen the quality of teaching further by ensuring that pupils are provided with more challenging work when they are ready for it.
- Improve the quality of governance by ensuring that governors scrutinise documentation and policies to fully understand their intended impact and to support the school's work.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, who is new in post, has already made her mark in maintaining the high standards established in the school. She has created a cohesive team of staff who work well together to the benefit of all pupils in the school.
- The headteacher has ensured that all of the independent school standards are met.
- She has ambitious expectations for the personal development and academic achievement of pupils, including children in the early years.
- She has established a new system of evaluating the quality of teaching. As a result, teachers plan more effectively for pupils' learning. Teaching assistants are used effectively to help pupils in their learning in small groups or in one-to-one support. This contributes well to the progress pupils make.
- The curriculum is well planned and inspires pupils to learn. It is imaginative in its use of cross-curricular topics and ensures relevant links between subjects. Pupils are able to build on and link previous knowledge, which deepens their understanding.
- There is a strong focus on literacy and numeracy in all year groups, reinforced through a wide range of topics in science, humanities and creative arts. Pupils' development in reading is a strength of the school.
- The curriculum covers all the required areas of learning and development for the early years in the Reception and Nursery classes. Planning is effective in ensuring that children are able to express their interests to support their learning and make good progress.
- A wide range of extra-curricular activities enhances pupils' learning and enjoyment. Activities build pupils' self-confidence as they take part and succeed in a range of new skills.
- The curriculum includes regular assemblies and focused planning for personal, social and health education. Teaching consistently promotes British values of respect and tolerance for all. It promotes pupils' spiritual, moral, social and cultural development very effectively.
- The school's assessment procedures have been improved recently. The progress of all pupils including those who have special educational needs and/or disabilities is checked closely and regularly to identify any pupils who are having difficulties. This is followed up with high-quality support by the class teacher and/or teaching assistant.
- The welfare and behaviour of pupils are outstanding and remain priorities of the school. Regular staff meetings ensure that any pupil concerns are identified and that staff provide appropriate support. Pupils know that they have the support and care of their teachers.
- The school promotes equality and diversity in all aspects of its work and ensures that pupils are learning to be tolerant and accepting of others.
- Parents and carers have regular contact with staff to discuss any concerns and to receive termly reports on the progress of their children.
- Parents state in discussion and in questionnaires their appreciation of staff support for

their children and would wholeheartedly recommend the school to others.

- Staff questionnaires show that staff enjoy working at the school, feel well supported and have appropriate training opportunities.

Governance

- The proprietor and governing body have an accurate view of the school's strengths and areas to develop. They have been effective in their appointment of a new headteacher to take the school forward.
- Members of the governing sub-committees provide regular support and guidance for the headteacher. Governors have identified that the leadership of the school needs to be increased to support the headteacher to build on the good work which has already been established in the school.
- Regular liaison with and reporting to the governors ensures that they are kept up to date in supporting the work of the school. However, governors do not scrutinise documentation and policies regularly enough to fully support the headteacher in all aspects of the school's work.
- The governors hold the headteacher to account to ensure that the needs of the pupils are at the centre of the school's work at all times.
- The proprietor ensures that finances are available and used well to maintain appropriate numbers of staff and that they have the resources to be effective.
- The proprietor has developed the building as part of the ongoing planning for the school and ensured that all areas of the school are equally well resourced.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has an up-to-date safeguarding policy with information for staff and parents which meets statutory requirements. The policy is published on the school's website and is available to parents in hard copy on request.
- The designated safeguarding leads, including for the early years, are trained to the appropriate level. All staff are trained appropriately and are kept up to date with and informed of latest guidance and requirements in all aspects of safeguarding. The school has a strong culture of safety and of safeguarding pupils.
- Leaders and staff are highly aware of their responsibility to safeguard pupils. Staff know the procedures to follow in the event of any concerns raised by a pupil or a member of staff.
- Effective, age-appropriate e-safety procedures on how to keep safe from the influence of extreme and radical views are taught well through the curriculum.
- The school works well with parents and carers. They are kept up to date with information on safeguarding and online safety, for example. When appropriate, the school discusses any concerns with them.

Quality of teaching, learning and assessment

Good

- Teachers plan effectively so that pupils focus on their learning and achieve well. Teachers have high expectations for conduct and set clear tasks that often challenge pupils well. They expect and encourage all pupils to work with positive attitudes so that they apply themselves and make strong progress.
- Teachers ensure that pupils review their learning and ask questions. Pupils appreciate these opportunities and respond with a considerate and mature approach which helps their learning. However, teachers do not consistently move pupils on to more challenging tasks when they are ready for them.
- Teachers know their pupils well. They use assessment carefully to identify and support pupils who need to catch up and intervene quickly to help them to improve their learning.
- Teachers use questioning skilfully to probe pupils' understanding and reshape tasks and explanations so that pupils better understand new concepts and are able to build on previous knowledge.
- Teachers assess pupils' work and provide helpful feedback. Pupils know what they need to do to improve and are not afraid to ask for help.
- Teachers set homework in line with the school's policy and as appropriate for the age and stage of pupils. This consolidates learning and prepares pupils well for the next stages of their learning.
- Teachers help pupils to develop reading, writing and communication, and mathematics skills effectively across the curriculum. For younger children in the early years, the teaching of phonics is effective in enabling them to make rapid progress to learn their sounds and to tackle unfamiliar words.
- Teaching enables pupils to use technology successfully. As a result, they are eager to explore and find out new information to develop and consolidate their knowledge, skills and understanding.
- The school provides parents with regular accurate information about how well their children are progressing and what their children need to do to improve.
- Teachers always challenge stereotypes and the use of any derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in assemblies and in lessons.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Staff meet regularly and share information as required so that pupils are always well supported and know that staff are there for them.
- Pupils are confident, self-assured learners. They are free to be themselves, full of enthusiasm and with excellent attitudes to learning. They are proud of their achievements and of their school.

- They demonstrate, in their positive attitudes and conduct, that they are extremely well supported and encouraged by their teachers.
- Pupils enjoy the high expectations and the positive school ethos for learning and respect for all. Staff act as excellent role models in their positive relationships with each other and take time to demonstrate that being positive is the way forward to success.
- Most pupils rarely miss a day at school. They are eager to be there and to be part of whatever is going on. In assemblies, they learn to be respectful and tolerant British citizens. They are caring young people who enthusiastically raise money for charities, with whole heart and soul. Some pupils share what they bake in cookery lessons with the homeless.
- Pupils are collaborative learners, work extremely well in lessons, share well and demonstrate high levels of consideration for each other.
- Bullying is rare. Pupils talked of one incident which was handled exceptionally well by staff. This helped ensure that they feel confident to report any future incidents. Staff are vigilant and deal very effectively with any bullying and provide unwavering support for all pupils.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They are learning well how to keep themselves and others safe. They trust their teachers to take appropriate action to resolve any concerns they have.
- Pupils' spiritual, moral, social and cultural development equips them to become thoughtful, caring and active citizens in school and in wider society.

Behaviour

- The behaviour of pupils is outstanding. Throughout the school, pupils demonstrate tolerance and consideration towards each other. They understand the importance of their and others' opportunities to learn and that this must not be inhibited.
- They display excellent conduct and manners which reflect the school's tireless efforts and strategies to promote high standards of behaviour. Incidents of disruption or disagreement are extremely rare.
- Pupils approach the tasks set for them with confidence and maturity when working independently, in groups or as a whole class. They are fully prepared to listen attentively and to learn from each other.
- There is little disruption in lessons and the happy and harmonious atmosphere is highly conducive to learning. Pupils enjoy positive relationships and are mature, caring young people who want to give back something of what they have experienced in their school.
- Pupils demonstrate understanding of equality and diversity and are very willing to accept others. They have a clear understanding of the British values of respect and tolerance, as observed in lessons in personal, social and health education and in assemblies.
- Pupils are highly positive about all school has to offer. Attendance levels are high.
- Pupils look after each other exceptionally well. For example, they consider each other very well when working on a topic together and sharing resources.
- Pupils are very well prepared for the next stage of their education.

Outcomes for pupils

Good

- Most children join the Nursery or Reception class with knowledge and skills that are broadly typical for their age. In the Nursery children develop strong pre-learning skills through free play and a range of adult-led activities. As a result, they participate eagerly and make good progress in their learning.
- From Reception onwards, the strong focus on phonics and number work linked to the wide range of topics covered ensures that pupils make good rates of progress in literacy and numeracy. Pupils learn quickly to think about their work and to share their ideas without fear, in order to improve their learning.
- Pupils make rapid progress in literacy. They read regularly to an adult in the school. By Year 1, many read fluently with strong comprehension skills. They are able to talk about the characters in the stories they read, extending their vocabulary and language skills.
- In mathematics, pupils make rapid progress from their various starting points to increase their mathematical understanding and number work. Pupils demonstrate a keen ability to work together and to help each other to understand and complete tasks. An example of this was observed in a computer lesson when children were learning to code a simple computer program.
- Pupils write increasingly well throughout Years 1 and 2 using their phonic knowledge. They extend their range of vocabulary through discussions as a class and in group work.
- Results at the end of key stage 1 show that the majority of pupils achieve in line with or above expected levels of attainment in literacy and numeracy and exceed expectations in reading against national levels.
- The progress of pupils who have special educational needs and/or disabilities currently on roll is strong and at least in line with that of other pupils nationally.
- In Years 3 and 4 pupils are competent readers and write well. They discuss their ideas clearly, learning to listen attentively to others, and are astute in their comments as observed in a science lesson about plants and how they grow.
- In mathematics, pupils deepen their knowledge and skills and are able to recognise, create and name accurately three-dimensional shapes using straws. They enjoy the challenge of reasoning and understanding new concepts.
- Often, pupils who join at a later stage of their education are working at below expected levels for their age and have not thrived in their previous school. Through assessment of their work, teachers identify gaps in pupils' knowledge. They provide appropriate support so that pupils build confidence in their ability to learn and make rapid progress from their starting points
- From Years 3 to 6 the wide range of subjects covered across the curriculum ensures that pupils' literacy and mathematical understanding increase and are applied across all subjects. They use new ideas and concepts in a variety of ways with ease and confidence.
- Pupils question confidently and express their ideas and views intelligently. They are articulate and listen to each other attentively.
- Those who are most able are challenged well through work which is set to deepen their

understanding and to build strong skills in reasoning and increased knowledge across the curriculum. They enjoy opportunities to extend their reading and writing by researching topics and sharing their ideas. Pupils are fully prepared to discuss and debate, ask questions and build on their knowledge.

- Results at key stage 2 show that the majority of pupils achieve in line with and often above national figures in numeracy and in reading and writing.
- Scrutiny of a selection of pupils' work demonstrates consistently good progress across all subjects and year groups.
- Pupils are well prepared for the next stage of their education.

Early years provision

Good

- All of the independent school standards are met in relation to the early years provision.
- There are no breaches of statutory welfare requirements.
- The headteacher, who is the early years leader, has an accurate picture of the strengths and areas to develop as a result of effective self-evaluation. She has ensured effective action to maintain high standards in the provision and in the training and development of staff. This is evident in the progress, personal development and achievements of all children.
- Children's needs are carefully assessed on entry to the Nursery or Reception. This provides a strong starting point for children's learning, including through effective partnerships with external agencies and other providers if required.
- Safeguarding is effective. Child protection policies and procedures are implemented consistently and practice is reviewed regularly and clearly evaluated. Staff work very well together and know the children in their care. Any concerns are identified and shared to ensure support at all levels of children's personal and academic development.
- The curriculum is well planned and provides a broad range of interesting and challenging experiences that help children make progress towards the early learning goals. In the Reception class, the teaching of phonics is highly skilled and children make rapid progress, building on the pre-skills taught in the Nursery.
- The quality of teaching helps children to engage in their work and to make great strides in their learning.
- All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.
- Parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home.
- Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and to each other.
- Children's behaviour is consistently good and shows that they feel safe and secure. They gain an understanding of risk through activities that encourage them to explore their

environment. They arrive happily at school each day, ready to participate and eager to learn.

- Children learn to respect and celebrate each other's differences. They build their understanding of diversity through a range of activities that teach them effectively about people in the wider world and sharing their differences.
- Children make at least typical progress and most children make progress that is better than this from their starting points. This includes children who have special educational needs and/or disabilities, and the most able.
- Children mature well and develop the key skills needed to make a positive start to the next stage of their education.

School details

Unique reference number	113594
DfE registration number	879/6001
Inspection number	10020897

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Day
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Number of part-time pupils	12
Proprietor	South England Conference of Seventh Day Adventists
Chair	Clifford Herman
Headteacher	Rachel Gray
Annual fees (day pupils)	£4,750
Telephone number	01752 663782
Website	fletewoodschool.co.uk
Email address	headteacher@fletewoodschool.co.uk
Date of previous inspection	4–5 July 2012

Information about this school

- Fletewood School is a co-educational Christian school for pupils aged between 3 and 11 years.
- It opened in 1919 and is located close to the centre of Plymouth. The school premises are a large Victorian house with an outdoor play area owned by the South England Conference Seventh Day Adventist Church.
- The new headteacher was appointed in September 2016. There is no senior management team. Three new members of the teaching staff were appointed also in September 2016.

- There are currently 65 pupils on roll with 19 children in the early years foundation stage, 12 of whom attend part-time.
- The Nursery caters for up to 16 children and all other year groups have a maximum number of eight children per year group. From Year 1, two year groups are taught together with a maximum of 16 pupils in total.
- Admission is non-selective.
- One pupil has an education, health and care plan.
- The school accepts pupils of different faiths or no faith.
- The school's aims state that it is 'dedicated to the discovery of excellence in each child'.
- The website provides all the required information for parents and prospective parents.
- The school's last inspection was in July 2012 when it met all the independent school standards except for appropriate provision for pupils who are sick or injured. This has now been rectified.

Information about this inspection

- The inspector observed learning and scrutinised samples of pupils' work in different subjects. Meetings were held with the chair of governors and a representative of South England Conference, the headteacher who is also the early years leader, teaching staff and parents.
- The inspector examined a number of school documents to check compliance with the independent school standards. These included the school's website, policies, information about pupils' progress and the school's evaluation of its own work.
- Records relating to attendance, behaviour and safeguarding were scrutinised.
- There were 17 responses to the online survey, Parent View, and parents' comments were taken into account.
- The inspector took account of eight staff questionnaire responses and had discussions with pupils including children in the early years.

Inspection team

Flora Bean, Lead inspector

Ofsted Inspector

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