

# Inspection of an outstanding school: Flanderwell Primary School

Greenfield Court, Flanderwell, Rotherham, South Yorkshire S66 2JF

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Inspection dates:

23 and 24 January 2024

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Adam Cornes. This school is part of The Diocese of Sheffield Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Waldron, and overseen by a board of trustees, chaired by Huw Thomas.

## **What is it like to attend this school?**

Flanderwell is an inclusive and caring school. It is characterised by warm relationships between staff and pupils. Staff know pupils well and use this knowledge to support pupils' welfare. Pupils trust the adults to deal with any problems quickly. Consequently, pupils say that bullying rarely happens.

Pupils behave exceptionally well. They are polite and courteous to one another and to adults. Pupils respond well to the high aspirations that the school has for their achievement. They show positive attitudes to their learning. This includes listening carefully and working hard in lessons. Typically, pupils achieve well across the curriculum, including pupils with special educational needs and/or disabilities (SEND).

Pupils appreciate the opportunities the school provides to broaden their interests and take on responsibilities. They take on leadership roles in school, such as house captains, play leaders and members of the pupil council. Pupils raise money for various charities. These experiences help to show pupils what it means to be a responsible and positive member of a community. Pupils have access to a wide range of clubs and activities, including various sports, choir and yoga.

## **What does the school do well and what does it need to do better?**

The school has designed a broad and ambitious curriculum. In many subjects, the school has carefully considered the important knowledge that pupils should learn. This enables most pupils to build securely on what they already know and can do. Despite the many

strengths in the curriculum design, in a few subjects, the school has not ensured that staff are clear enough about the precise knowledge that pupils should learn and when they should teach it. Because of this, the knowledge of some pupils is not as secure as it could be.

Overall, the curriculum is taught well. Teachers present new learning clearly. Where teaching is most effective, teachers use assessment effectively to check carefully what pupils remember, including new and ambitious vocabulary. However, in some subjects, checks on learning are not used as well as they could be. This means that, sometimes, future learning activities do not build effectively on what pupils already know.

The school prioritises reading. Children begin learning phonics from the moment they start in the Reception class. The school ensures that staff have the knowledge and expertise to teach the phonics curriculum well. Pupils, including those with SEND, progress successfully through the phonics programme, confidently applying their phonics knowledge when they write. Pupils read books that are closely matched to the sounds that they have learned. This helps pupils to read with confidence and fluency. The school is thorough in checking pupils' phonics knowledge, and it provides targeted support, when needed, to address any gaps in pupils' learning.

Children in the early years are excited by their learning. They benefit from a carefully planned curriculum. The school has created a purposeful atmosphere where children can thrive as learners. Children enjoy carefully planned, adult-led sessions, as well as independent learning. The school has prioritised children's language development. Skilful staff expertly provide appropriate activities that match the children's interests and developing needs. Children are highly engaged in the rich curriculum across Nursery and Reception classes. They are exceptionally well prepared for learning in Year 1.

The school identifies the needs of pupils with SEND and their gaps in knowledge carefully. A range of effective support helps pupils with SEND to learn well alongside their peers. There is skilful and tailored support for pupils with complex needs.

Pupils behave exceptionally well. They understand the school rules and learn why it is important to be responsible citizens. Pupils show determination and self-confidence. They understand the need for, and appreciate, their education. Most pupils attend well, and staff work positively with families to ensure everyone understands the importance of ongoing good attendance at school.

The school has developed a well-planned personal development programme that is rooted in the values of the school. Pupils embrace the school's values of aspiration and respect. The curriculum helps pupils to develop a thorough understanding of how to stay safe and healthy. Pupils have access to a rich set of wider opportunities. Staff plan many educational visits for pupils, which helps to develop their learning.

Trustees understand their statutory duties, and they fulfil their responsibilities well. They hold the school leaders to account effectively for the quality of education that pupils receive. They also have an accurate view of the school's strengths and areas for further development.

Staff are proud to work at the school. They appreciate leaders' actions to support them with their workload and the professional development they receive. Parents and carers are overwhelmingly positive about the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In a few curriculum subjects, the school has not identified the precise knowledge that pupils should learn in each year group. As a result, pupils do not build on their prior knowledge progressively. The school should review these subjects and decide what knowledge should be taught, and when, so that pupils can achieve as well as they should.
- In some foundation subjects, the use of assessment is not fully developed. Because of this, gaps in pupils' understanding of the curriculum are not identified. The school needs to ensure that assessment is used to check carefully what pupils have learned so that it can inform subsequent teaching.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in January 2018.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	141589
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10315578
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	380
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Huw Thomas
<b>Headteacher</b>	Adam Cornes
<b>Website</b>	<a href="http://www.flanderwell.co.uk">www.flanderwell.co.uk</a>
<b>Dates of previous inspection</b>	23 and 24 January 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Diocese of Sheffield Academies Trust.
- The headteacher has been in post since September 2023.
- The school does not make use of any alternative providers.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken this into account in her evaluation of the school.
- The inspector met with the headteacher and members of the senior leadership team.
- The inspector also met with representatives of the trust and the local school board.

- The inspector carried out deep dives in early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector examined a range of documentation, including leaders' self-evaluation, improvement plans and documentations relating to pupils' behaviour.
- The inspector observed pupils' behaviour during lesson visits, around the school and at lunchtime. The inspector held formal and informal discussions with pupils about what it is like to be a pupil at this school.
- The inspector also spoke with staff informally during the school day.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the response to Ofsted's online surveys for parents, staff and pupils.

### **Inspection team**

Jean Watt, lead inspector

Ofsted Inspector

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