

Inspection of Fletewood School at Derry Villas

88 North Road East, Plymouth, Devon, PL4 6AN

Inspection dates: 12 to 15 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Outstanding
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Leadership and management	Good
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Early years provision	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils, including children in the early years, thrive at Fletewood School. Through the curriculum, they develop very effective social skills which help them to form strong, healthy friendships. Kind and caring staff provide a nurturing environment in which pupils learn with confidence and success.

Pupils develop exceptional knowledge and understanding about citizenship. For example, the school council plans events such as the Easter fair to raise funds for those in need. Pupils have a breadth of opportunities to volunteer, support and engage with the wider community. For example, pupils sing in residential homes, support the restoration of the local park and pick litter in the local community. Most pupils participate in clubs such as the craft and friendship clubs.

Children in early years flourish through a well-structured curriculum that supports their language learning very well. Children learn to take turns and share.

Pupils, including children in early years, feel safe in school and are well supported. They have strong relationships with staff and know that they can share any concerns they may have. Pupils state that there is no bullying and that other pupils are kind and helpful.

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

The school's vision to nurture the academic, social and emotional development of pupils is shared by every member of staff. The curriculum has been well structured, enabling pupils to build incrementally more complex knowledge as they move through the school. For example, pupils develop strong knowledge of number which supports their fluency in problem solving. Teachers make learning exciting and meaningful for pupils. They check that pupils understand what they have learned before moving on to more challenging topics. Consequently, most pupils learn well. However, a few pupils with complex special educational needs and/or disabilities (SEND), do not receive the precise support they require. Teachers do not have the knowledge and confidence to adapt learning to support such pupils effectively.

Reading is a priority at the school. Pupils, including children in the early years, learn a well-structured phonics programme. This enables them to learn to read well. Pupils enjoy reading and value listening to their teachers read books such as Charlotte's Web. Children in early years are immersed in a breadth of stories which supports their understanding of the world and the development of their language skills. However, a few pupils with complex SEND do not learn how to communicate effectively.

Pupils are proud of their learning. They talk and write about their learning well. Pupils study a breadth of texts to develop their reading and writing knowledge. For

example, an inspector observed pupils in Years 5 and 6 analysing with insight the structure and rhyme scheme of the poetic form, villanelles.

Children in Reception learn the routines of school very well. They learn how to take turns and share. Staff model language very well which supports children to extend their speech. Children respond enthusiastically to the activities teachers put in place. Children have opportunities to develop their imaginary interpretations of the world around them. For example, some children described their box creations as robots and dinosaurs. The school has recently accepted 2 year old children to the setting and are currently adapting the provision to meet their developmental needs and interests.

Pupils develop an intrinsic motivation to behave well across the school. Many pupils and parents described the school as a 'family'. Pupils develop very close relationships with each other and staff. Pupils are very motivated to learn. Pupils attend well but leaders are relentless in continuing to raise attendance even further.

The school's personal development curriculum is outstanding. Enrichment is carefully planned in all curriculum areas. For example, pupils learn first aid at a local university. Pupils learn a very well-structured personal, social and health education (PSHE) programme which further enriches their knowledge about healthy relationships and consent. In early years, children learn to articulate their feelings about the world with impressive maturity. Pupils support each other across the school. Pupils learn about democracy through voting for the school council and house captains. Through the curriculum, pupils develop exceptionally strong commitment to supporting the needs of others in the community.

The proprietor body and governors know the school well. They provide support and challenge in equal measure for leaders. The school meets all of the independent school standards. The proprietor body ensures that the school complies with Schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- Pupils with complex special educational needs and/or disabilities (SEND) do not receive the precise support they require to learn well. As a result, pupils struggle to learn the curriculum. Leaders should ensure that all staff are well trained and have the depth of knowledge to meet the needs of such pupils so that they learn with confidence and success.

- The developmental needs and interests of 2 year old children are not yet fully embedded in the early years curriculum. Leaders acknowledge that this is an area of development for the early years setting. The school should continue with its work to embed the curriculum for 2 year old children.

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.

School details

Unique reference number	113594
DfE registration number	879/6001
Local authority	Plymouth
Inspection number	10299157
Type of school	Other Independent School
School category	Independent school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Number of part-time pupils	0
Proprietor	South England Conference of Seventh Day Adventists
Chair	Dr Kirk Thomas
Headteacher	Rachel Gray
Annual fees (day pupils)	£5,175
Telephone number	01752 663782
Website	fletewoodschool.co.uk
Email address	admin@fletewoodschool.co.uk
Date of previous inspection	19 to 21 November 2019

Information about this school

- Fletewood School is a co-educational Christian school for pupils aged between 2 and 11. The South of England Conference of the Seventh Day Adventist Church owns the school.
- The school does not use alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors held discussions with the headteacher and members of the leadership team.
- An inspector held discussions with the director of education for the Seventh Day Adventist schools, a representative of the proprietor and the governing body.
- Inspectors carried out deep dives in early reading, English, mathematics and design technology. In each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at examples of pupils' work.
- Inspectors met with staff to consider their views.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors considered the views of parents and carers who responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff and pupils from the Ofsted online questionnaires.

Inspection team

Susan Aykin, lead inspector

His Majesty's Inspector

Tracy Hannon

Ofsted Inspector

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