



Flowery Field Primary School

Inspection Report

Unique Reference Number 106183
LEA Tameside
Inspection number 277503
Inspection dates 28 November 2005 to 29 November 2005
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

Type of school	Primary	School address	Main Street
School category	Community		off Old Road
Age range of pupils	3 to 11		Hyde, Cheshire SK14 4SN
Gender of pupils	Mixed	Telephone number	0161 368 1466
Number on roll	427	Fax number	0161 368 8021
Appropriate authority	The governing body	Chair of governors	Mr Derek Slinn
Date of previous inspection	20 March 2000	Headteacher	Mrs Yvonne Daly

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large primary school. Most pupils are of white, British heritage. Some 17% of pupils are of other ethnic groups, mainly Bangladeshi and are learning English as an additional language. Eligibility for free school meals is well above average. Indications are that the socio-economic circumstances of the area are well below average. The school is within an urban regeneration area. Attainment on entry is well below average. The proportion of pupils with learning difficulties and/or disabilities is above average and two pupils have statements to provide for their needs. The Foundation Stage (Nursery and Reception) and Years 1 and 2 are accommodated on a different site from pupils in Years 3 to 6.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Flowery Field Primary School is a good school. This judgement agrees with the school's own view of its effectiveness. Overall, standards by the end of Year 6 are average. At the end of Year 2 standards in the 2005 national tests were about average in writing and mathematics but below average in reading. Pupils make good progress throughout the school, including pupils learning English as an additional language, because teaching is good. Pupils' personal development is good, but their attendance is below average. Pupils of all ages, abilities and backgrounds work and play together harmoniously. They enjoy coming to school, their behaviour is good and they respond well to the supportive care they receive. The curriculum meets the needs of all pupils well. Leadership and management of the school are good. The headteacher and deputy headteacher lead the school well and are supported very effectively by other senior staff. Recently the senior managers have identified ways to refine the recording of pupils' progress to enable the leadership and staff to set and monitor targets more efficiently, though this is not yet fully embedded. Governance is effective. The school has good capacity for further improvement. It has made good improvement since the last inspection and there is good commitment from staff, who work together for the benefit of pupils. Parents are very appreciative of the education provided for their children. The school provides good value for money.

What the school should do to improve further

- Raise standards in reading by the end of Year 2.
- Develop a centralised system to show clearly all pupils' progress from entry to the nursery to the end of Year 6, to help management and teachers set pupils' challenging targets for improvement.
- Continue to work with parents, carers and pupils to improve attendance.

Achievement and standards

Grade: 2

Inspectors agree with the school's evaluation that achievement and standards are good. Children in the nursery and Reception classes make good progress relative to their well below average starting point. In Years 1 and 2, pupils build well on their prior attainment and make good progress in most areas. In the 2005 Year 2 tests, results improved in writing and mathematics to close to the national average. However, standards in reading remained significantly below average, as has been the case since 2003.

By the end of Year 6, standards are much higher than at the time of the last inspection. In the 2005 national tests, results rose significantly and were in line with the national average. The improvement compared with the previous year was attributed to the success of leadership initiatives and additional support and challenge for older pupils. A particular strength was the higher than average proportion of pupils who achieved the level expected for their age in English. The school did remarkably well in exceeding

its targets at this level in both English and mathematics and came close to meeting its targets at the higher level in both subjects. Overall, boys and girls achieve equally well.

Pupils, including those with learning difficulties and/or disabilities, enjoy their learning and achieve well because of good teaching. Similarly, pupils learning English as an additional language make good progress. By the end of Year 6, pupils are well prepared for the next stage of education because of their good acquisition of basic skills in literacy, numeracy and information and communication technology (ICT).

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good with particular strengths in the extent to which pupils adopt healthy lifestyles and prepare for their future. Pupils' spiritual, moral and social and cultural development is good. They gain a good awareness of school, local and global issues. Pupils report 'we can make a difference', as demonstrated in playground improvements brought about by pupils and in the work of the ECO committee to ensure that the school is a dog-free zone. Although wall displays do not reflect the rich cultural mix of the school, pupils appreciate their cultural heritage and respect diversity.

On entry to the nursery many children lack confidence. Over time they develop good attitudes to school, behave well and become increasingly independent. Attitudes and behaviour of older pupils are good because of teachers' expectations and consistent approach. Pupils demonstrating inappropriate behaviour receive very good support. Peer mentors, mediators and play leaders have a considerable effect on behaviour at break times. Exclusions have been necessary when staff and pupils have been at risk and are often prompted by circumstances outside school.

Pupils enjoy school but attendance is below average. While most attend well, extended holidays in term time and the persistent unauthorised absence of a few affect the overall figure.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers work hard to plan interesting lessons so pupils enjoy their learning and make good progress. Teachers make good use of resources, particularly interactive whiteboards, to enhance pupils' learning. Good question and answer sessions challenge pupils and teachers have high expectations of work and behaviour. Pupils are motivated well and complete tasks willingly. Teachers have particularly good rapport with pupils. Those with learning difficulties and/or disabilities are helped well. Pupils learning English as an additional language make good progress in their learning because of the effective help from class teachers and specialist teaching assistants.

Assessment is good in writing throughout the school and ICT in Years 3 to 6. However, in reading in Years 1 and 2, gaps in learning are not identified sufficiently to improve standards.

Marking is used effectively by some teachers and in some subjects to assist learning, but is not consistent. Weaknesses centre on the lack of guidance given to pupils about how to improve. Similarly, opportunities are missed to use home-school diaries to inform parents how they can help to support their children's reading. The school is aware that the extensive assessment information which is gathered is not easily accessible for teachers to set targets for pupils.

Curriculum and other activities

Grade: 2

The curriculum for all pupils is good. It matches their needs and interests well and fully meets requirements. Throughout the school pupils enjoy learning because it demands their active participation. In nursery and Reception, national recommendations have been acted upon well; for example, children spend a good proportion of their time learning productively outdoors. High emphasis is given to the development of pupils' skills in literacy numeracy and ICT. Pupils' maturity and understanding of healthy lifestyles are developed well through strong emphasis on personal, social and emotional development and citizenship. Recent national initiatives to widen the curriculum have been embraced extremely well; for example, Spanish is now taught throughout the school. Visits and visitors are used well to provide an extra dimension to learning. A wide range of out-of-school activities, including numerous sporting activities and competitions with other local schools, add to the enjoyment of learning.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall with some outstanding features. Very good relationships and understanding of pupils and their families ensure pupils are extremely well cared for, including those learning English as an additional language. Child protection procedures are fully in place. Suitable tracking enables staff to keep a check on pupils' progress, for example, their achievement, behaviour and attendance. The work of the special educational needs co-ordinator, the inclusion manager and the learning mentor is very effective in ensuring that the most vulnerable pupils, including those in the care of the local authority, achieve well. Support for pupils learning English as an additional language is good. The appointment of a multi-lingual assistant increases the confidence and understanding of these pupils. Transition between Year 2 and 3 is good and pupils in Year 6 are very well prepared for transfer to secondary education.

Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher, supported ably by the deputy headteacher, provides purposeful leadership, which includes raising standards, improving learning and further enriching the curriculum to meet pupils' needs. This helps pupils maximise their progress and increase their understanding of the wider world. The headteacher's vision is shared very effectively with other senior staff. This leads to an effective quality of education for pupils. The recent empowerment of senior teachers to enable them to take increased managerial responsibilities is having a positive impact on standards, as can be seen in the improved achievement of pupils at the end of Year 6 in 2005.

The school identifies, rigorously and self critically, its strengths and weaknesses. Appropriate and timely action is taken to tackle weaknesses. Very good management practice by middle managers in some areas is not yet sufficiently replicated across the school; for example, the good use of assessment of writing to set further challenging targets. The school is aware that it needs to centralise data for more effective quality assurance and review of pupils' progress.

Good leadership and management encourage the enthusiastic and hard working members of staff to operate well as a team. This results in an interesting and stimulating environment for pupils, despite a split-site situation which could work against such cohesiveness.

Leadership of inclusion is very good and equality of opportunity is promoted well, particularly with pupils who have learning difficulties and/or disabilities and those learning English as an additional language. Governance is good. Governors ensure all statutory requirements are met. Funds and resources are managed effectively and best value for purchases is tightly controlled.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

What we liked most about your school:

- we are pleased that you behave well and work hard in lessons and all get on so well together
- we are glad that you are taught well so that you make good progress in your learning
- the headteacher, staff and governors look after you well and know how to make your school better.

What we have asked your school to do now:

- help younger pupils to achieve higher standards in reading
- the teachers need to use information they have about your progress better to help you to improve your work further
- a few pupils are having holidays in term time so we have asked the school to work with your parents and carers to try to avoid, whenever possible, taking you on holidays in school time. We want all pupils to attend school unless they are ill because this will provide them with more opportunities to learn.

We appreciated talking to you about your work and watching you learn, we wish you well for the future.