



Flintham Primary School

Inspection Report

Unique Reference Number 122643
LEA NOTTINGHAMSHIRE LEA
Inspection number 281314
Inspection dates 26 June 2006 to 27 June 2006
Reporting inspector Mr. John Brennan AI

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

Type of school	Primary	School address	Inholms Road
School category	Community		NG23 5LF
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01636 525371
Number on roll	97	Fax number	01636 525059
Appropriate authority	The governing body	Chair of governors	Mr. David Alton
Date of previous inspection	22 March 2000	Headteacher	Mr. Antony Walker

Age group 4 to 11	Inspection dates 26 June 2006 - 27 June 2006	Inspection number 281314
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Pupils attend this smaller than average primary school from a wide area, comprising nearby rural villages and ex Royal Air Force housing. It is a popular school with a significant number of children attending from outside the catchment area. This makes for a mixed socio-economic population although there is little deprivation. The vast majority of pupils are of White British background. The proportion of pupils who have learning difficulties and/or disabilities is below average. Children's attainment on entry to school is a little above average apart from in their language and communication skills, which are about the same as those typically found in this age-group.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school's overall effectiveness is outstanding. As one parent accurately said, 'This is a super school.' Indeed this outstanding school is doing a first rate job for its pupils. The school is too modest in its assessment of how good it is, illustrating its quest to be better still. Leadership and management are outstanding and its passionate belief that every child matters drives it forward. As the headteacher says 'We are not interested in groups of pupils but in the individual.' Every pupil is well known. They have a say in what goes on at school and adults listen to them and take action. As a result, they are happy, confident and collaborative learners. Standards are extremely high and pupils, especially in the juniors, achieve exceptionally well because of outstanding teaching. The systems to support pupils' personal development and to guide them academically are efficient and secure extremely good progress for all children. Provision and the quality of teaching in the Foundation Stage are extremely good leading to high standards. Pupils love coming to school, behaviour is exemplary and attendance rates are above average. Pupils work tremendously hard and take responsibility right from the start for checking whether they have met their targets. The curriculum is good. For the most part tasks are engaging and practical in nature. However, as the school itself is aware, not enough practical learning takes place in Years 1 and 2. The contrast from 'hands on' small group learning in Reception to the overly lengthy whole class lessons is too marked, especially for pupils in Year 1. Governance is very good and the school runs very smoothly. The school continues to improve in all respects and has outstanding capacity to improve further. It provides outstanding value for money.

What the school should do to improve further

- Implement existing plans to adjust the curriculum for pupils in Years 1 and 2.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding and standards are exceptionally high. This is because teachers expect a lot of pupils; they make learning interesting and involve pupils as partners in their own learning. Extremely challenging targets are set and met. Children in Reception achieve very well in learning to read, write, and count and in their personal development. Many exceed expected standards by the time they reach Year 1. Pupils progress at a good rate through Years 1 and 2 to reach standards that are often well above those usually found. It is in the juniors where progress moves up a gear. Teaching in Years 5 and 6 is inspirational. Progress is splendid and the standards reached are higher than in all but a handful of schools in the country. Not only has the school managed to achieve incredibly high standards but has done so in each of the past five years. It is rare to find a pupil not reaching the national average because at the first sign of needing extra help pupils receive it. Higher attaining pupils also do exceptionally

well. Last year, almost 70% of pupils attained the higher Level 5 in English, 80% in mathematics and over 90% in science. This is not an unusual occurrence in this school.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding and the fostering of their spiritual, social, moral and cultural development is highly effective. Pupils here are fully prepared as learners and as citizens for the next stage of their education. Pupils work exceedingly hard and willingly give of their all because they love school. Attendance rates are above average. Pupils behave impeccably and get on extremely well with each other and with staff. They show ability to work as a team, an area of specific teaching in Year 6. They are both creative and determined as, for example, when teams of pupils designed and built vehicles, powered in their own chosen way that they then pitted in road tests against vehicles made by their peers. Pupils' make use of the opportunities to take on responsibility. The school council gets things done and pupils themselves often organise fundraising events. Older pupils are only too keen to look after younger ones. Great store is put on giving pupils a say in what the school provides for them. Pupils themselves drew up the menu of sports clubs and as a result almost every pupil takes part in at least one. Pupils here not only know about healthy living but also most put these principles into practice. Many have switched allegiance from crisps to fruit, which is now the common snack of choice. Thoughtful assemblies, frank discussion and the study of difference, open pupils' eyes to the lives of others. Regular opportunities to consider their emotions and how actions impact on others helps pupils develop sensitivity to the feelings of others. As one pupil said, it helps him 'put himself in others' shoes.'

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and pupils' learning is outstanding. Teachers' excellent subject knowledge gives quiet authority to their teaching and so pupils learn effectively and with high levels of interest. In Years 5 and 6, teaching is inspirational because of the exciting blend of imaginative tasks, intense concentration and thoughtful discussion. Pupils don't see artificial boundaries between subjects as work on themes such as India draws on knowledge from a wide range of subjects. Pupils are inspired by tasks as diverse as writing an Indian cook book, trying out the recipes, producing art that reflects Indian culture and drawing graphs of climate comparisons with Britain. Such learning is key to much of what pupils do elsewhere in the school, as in Reception, where children are drawn like magnets to a myriad of activities around the theme of 'The Sea.' Throughout the school the focus on vocabulary means that pupils learn to talk and write with conviction on a wide range of topics. Teachers' expectations are high but tasks are pitched at the right level so pupils are enthused not daunted by the work. Thorough and accurate assessment helps teachers plan what to teach and to

provide extra help to those who need it. Teaching assistants provide sensitive support to those with learning difficulties and/or disabilities. As early as Reception, children are involved in checking their work and so they are fully aware of what they need to do to improve it. In Years 3 and 4 pupils assiduously underline key words or phrases to prove the case that their target has been achieved. Good use of technology injects pace into teaching, makes key points clear and actively involves pupils in learning.

Curriculum and other activities

Grade: 2

The school offers pupils a good curriculum. Children in Reception benefit from a vibrant and practical curriculum, combining working indoors and out, and child and adult led activities. Much of the curriculum in the juniors, especially in Years 5 and 6 very effectively intertwines learning between subjects. However, the curriculum for Years 1 and 2 is not as well thought out, especially for pupils in Year 1. Lengthy morning sessions that contain too little practical learning tests the stamina of pupils. As the school has noted for itself, the contrast between this and the 'hands on' learning of Reception is too stark. The balance between promoting excellence and enjoyment, which is the trade mark of the curriculum in other year groups, is tilted toward excellence rather than enjoyment. Pupils talk of working hard but are less fulsome about learning being fun. Much thought has gone into fostering pupils' personal development. This includes pupils of all ages in the school working together on projects and pupils in each year group working with partner year groups in a 'family' of local schools. There is an excellent range of clubs for pupils to join, trips to go on and a string of visitors to school to enhance the curriculum.

Care, guidance and support

Grade: 1

Standards of care are outstanding. Pupils say that staff are 'easy to talk to.' Adults go out of their way to show a genuine interest in each individual. Efficient systems for assessing pupils' progress underpin this sensitive attitude. Prompt and timely interventions are instigated at the first sign of being needed and a careful eye is kept on subsequent progress. This suits all abilities but particularly pupils who have learning difficulties and/or disabilities. The needs of higher attainers are not forgotten; the school acts as a broker with organisations that give particular talents an outlet and ensures everyday work makes pupils think. Assessment information is shared with pupils so that they have a very good idea about how to improve. Systems for ensuring pupils' safety, including those for child protection, are thorough and quickly instigated when necessary.

Leadership and management

Grade: 1

Leadership and management are outstanding. Every pupil is known and valued and the inclusion of every individual is central to the work of the school. As the school

motto says 'your child at the centre.' The headteacher places this belief at the heart of a well written improvement plan which pays as much, if not more attention, to pupils' personal development as to their academic needs. Each and every change is carefully weighed to determine how it will benefit pupils. The management team gives an inspired lead with an absolute conviction that everyone has the capacity to succeed. As the headteacher says this is 'a safe place to make mistakes.' Adventure abounds and consequently there is a real buzz about the school and it thrives. Less experienced staff work alongside more experienced staff members so that systems for teaching literacy and numeracy are uniform yet allow for individual flair. Rigorous, but not overly bureaucratic, systems underpin this highly principled leadership. Assessment procedures with regular monitoring and evaluation by the management team ensure pupils make outstanding progress and teaching continues to evolve. The school's stringent approach to self-evaluation secures systematic improvement through early intervention and well-planned actions. This includes canvassing pupils and parents about the impact of change and their future wishes. There is a palpable sense of team, with parents expressing great satisfaction with the school. Very good governance adds much to the team. Governors have an accurate perception of how the school's many strengths benefit pupils. The school remains at the forefront of educational practice with both innovative and well-tried practices dovetailing well. It has a deservedly good reputation locally and has excellent capacity to improve further.

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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	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	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	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?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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 your help when I visited your school recently. I really enjoyed my visit because everyone was so helpful and friendly. It was like being part of one big happy family. I would like to share with you what I thought about your school. The headteacher and all of the staff do all that they can to make school exciting and safe. You go to a great school. You behave really well and are very helpful to each other. You think a lot about how other people might be feeling. You all work incredibly hard and try very hard to meet your targets. The work you are set is interesting and I could see that it made you think hard. I was very impressed with how well you work with each other in lessons. The school is thinking about whether the sort of work you do in Years 1 and 2 is exactly right. I think it's a good idea for the school to look into this so that school life in Years 1 and 2 is not so different from what goes on in Reception. You are really lucky because you have so many clubs to join and it's great that so many of you join them. You know a lot about your school and were very keen to tell me what you thought about it. I was struck by how thoughtful and grown up your comments were, especially in Years 5 and 6. Along with your teachers and other staff you make a very good team. Your headteacher, staff and you yourselves are always thinking about ways to make the school even better even though it is one of the best and happiest schools I have visited.