



John Flamsteed Community School

Inspection Report

Unique Reference Number 112948
LEA DERBYSHIRE LEA
Inspection number 285369
Inspection dates 28 June 2006 to 29 June 2006
Reporting inspector Mr. Shaun Dillon HMI

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

Type of school	Secondary	School address	Derby Road
School category	Community		DE5 8NP
Age range of pupils	10 to 16		
Gender of pupils	Mixed	Telephone number	01332 880260
Number on roll	565	Fax number	01332 880260
Appropriate authority	The governing body	Chair of governors	Mr. Robin Sibson
Date of previous inspection	21 May 2001	Headteacher	Mr. Danny Holden

Age group 10 to 16	Inspection dates 28 June 2006 - 29 June 2006	Inspection number 285369
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and two Additional Inspectors.

Description of the school

John Flamsteed Community School is a small school with a mathematics and computing specialism. Many of its students come from a wide rural area. Few students are eligible for free school meals and very few come from minority ethnic backgrounds or have English as an additional language. The proportion of students with learning difficulties and or disabilities is about average. Students' attainment when they join the school aged 11 is generally comparable with the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The overall effectiveness of the school is good with some outstanding features. The school assesses its overall effectiveness as good. Students' achievements and standards have risen considerably over the last three years and their progress is outstanding. Governors, senior managers and staff have high expectations of students and set demanding targets for their attainment. The school has resolved the educational issues of concern from the last inspection and has a high capacity and desire to continue to improve. Most students enjoy school, are keen to learn and behave very well. Students' awareness and understanding of moral, cultural and social issues are outstanding. The school provides outstanding care, guidance and support for all its students at all stages. Teaching and learning are good and teachers make increasingly effective use of information technology to aid learning. However, not all teachers manage sufficiently well the few students who occasionally distract others during lessons and hinder learning. The curriculum offers a wide range of subjects and an improving vocational provision in Years 10 and 11. Leadership and management are good. Financial management is effective and efficient and the school provides good value for money. However, aspects of the quality assurance system are new and are being developed. In order to implement these consistently, the school is in the process of improving the overall leadership skills of middle managers. Much communication within the school and between its external partners is effective and improving. However, the school does not yet consult or communicate often enough with parents/guardians. The school has used its specialist status in mathematics and computing well to improve accommodation, resources and teaching and learning. The high standards of accommodation and resources in the main building are not replicated in the buildings on the old school site and this detracts from the learning experience of the students who study there.

What the school should do to improve further

- Improve the accommodation and associated learning resources in the building on the old site to meet the standards of the school's best facilities in order to aid students' learning.
- Fully implement the quality assurance system.
- Improve teachers' skills in managing the minority of students who cause occasional low-level disruption of lessons.
- Further extend the leadership skills of middle managers.

Achievement and standards

Grade: 1

Students' achievement and standards have improved considerably over the last three years and achievement is outstanding. Standards are high and above national averages but students attain less well in mathematics than in English and science. This is due to their lower standards in mathematics on entry to the school. When students join the school in Year 7, their standards are broadly average. In their first three years they make outstanding progress overall and especially in science and mathematics. Standards

attained by students in Year 9 have risen for five years and are now high. In Years 10 and 11 students continue to make outstanding progress. Much of this is due to the high priority managers and teachers give to raising students' performance and to the outstanding academic support they receive. Students with learning difficulties and/or disabilities make outstanding progress. Students' attainments in 2005 were the highest for several years and were all better than national averages. Girls made better progress than boys. Students' standards are particularly high in English literature, geography, French, applied business studies and history. Students are less successful in design and technology, information technology and drama. The school met its challenging targets in 2005 and has set more challenging but realistic targets for students' progress and attainment in 2006.

Personal development and well-being

Grade: 2

Personal development and well-being are good with some outstanding features. The school is a very inclusive learning community and students greatly enjoy attending. Most students are enthusiastic about learning and behaviour is generally very good. However, a minority of students occasionally deter others from learning through low-level disruption of lessons. The school provides an environment in which all are safe and are valued as individuals. Staff make positive efforts to eliminate bullying. Attendance is very high and procedures to monitor students at risk are very good. Moral, social and cultural development is outstanding. For example, in a Year 9 assembly, issues of racism and homophobia were confronted and discussed. Displays around the school show students' work on different cultures and religions. Holocaust Day has been marked not only in terms of the Nazi holocaust, but also by a consideration of contemporary events in Darfur and Rwanda. The school encourages students to lead healthy lifestyles. Many participate in sporting activities and support the promotion of healthy food options. Students make very positive contributions, both in school and in the wider community. Students propose improvements through the school council, but the effectiveness of its sub-committees varies.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and enables students to learn successfully. Teachers know their subjects well and interest students in learning. In most lessons, teachers challenge students to learn. Students respond with interest and, in the best lessons, with enthusiasm and intense concentration. Teachers use information communication technology (ICT) increasingly well to aid students' learning. For example, the use of ICT by both teacher and students was the key medium for learning in an outstanding Year 10 business studies lesson. Most teachers manage lessons well and behaviour is usually very good. Positive relationships give students the confidence and encouragement to work hard. However, not all teachers have the skills to manage

effectively the misbehaviour of a minority of students in a few lessons. Teachers usually adapt work successfully to meet the range of students' needs so that they achieve outstandingly well. Teaching is good for students with additional learning needs withdrawn from mainstream classes for extra help. Teaching assistants give well coordinated support in lessons. Teachers assess students' work well. Consequently, students know the standard of their work, and most know how to improve. Teachers' marking of students' work usually gives them valuable guidance about how to do better. However, some marking is insufficiently helpful.

Curriculum and other activities

Grade: 2

The curriculum provides students with an extensive range of learning opportunities. The mathematics and computing specialism enhances the opportunities available for students. In Years 7 to 9, the subject choice is wide. All students take the nationally required subjects and benefit from the additions of drama and the opportunity to follow a second foreign language. The curriculum meets the needs of both high achievers and students with learning difficulties. In Years 10 and 11, the subject range is again wide. Opportunities to follow vocational courses both in school and in a neighbouring college are available, and many students participate in this alternative curriculum. Students have good access to work-related learning opportunities. All students benefit from a well-structured course of personal, social and vocational education. Assemblies are frequent and are of high quality, but students are unable to take part in daily acts of collective worship. Many students take part in the wide range of extra-curricular provision. For example, gifted and talented students pursue many challenging activities with great enthusiasm.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The pastoral aspects of care and welfare are particularly strong and they provide firm foundations for the improvements in students' achievement. Students know their current levels of performance and what they have to do in order to improve the school's caring ethos supports all students with their learning and personal development. The school's links with external services in education, health and social care are outstanding and the school is proactive in working with its partners. Procedures for child protection are in place and all staff, teaching and non-teaching, receive appropriate training and support. The school supports students at risk of failing to achieve their potential because of poor behaviour or attitudes to learning. Individual plans for learning and for behaviour are very effective and staff monitor them to ensure they address the specific needs of each student. This process assists students to make outstanding progress. Support for vulnerable students provided in the Study Centre is outstanding. Advice and guidance on option choices at the end of Year 9 and on making choices post-16 are very good. Students receive high levels of support to enable them to make informed choices.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's leadership is outstanding. The headteacher and the governors have high expectations of their staff who in turn have high expectations of their students. Managers and governors prioritise the raising of students' achievements and standards, whilst maintaining friendly staff-student relationships. Governors have a wide range of expertise and experience and discharge their responsibilities thoroughly. Communication, openness and trust between senior managers, middle managers, teachers and students are good. The school has a wide range of very effective links with external agencies. Students' views are well represented through the student council. The school involves parents in activities specific to year groups. However, the school does not inform or consult with parents sufficiently frequently. The mathematics and computing specialism has been successful in improving accommodation, resources, students' performance and disseminating good practice to other curriculum areas and to other schools. The school is educationally and socially inclusive. All groups of students progress well. The school meets the requirements of the race relations act and the special education needs disability act. However, managers and governors do not monitor the effectiveness of the race relations action plan. The school has not yet implemented fully the quality assurance system. This includes the lesson observation system, the self-assessment process and the use of information systems to track students' progress. The school is in the process of improving the leadership skills of its middle managers. The dispersed nature of the accommodation militates against effective communication and networking. The quality of the accommodation and the resources in the new building and especially in the new mathematics block are good. However, the quality of accommodation, services and resources in the old building do not match these standards and consequently students who are learning there are disadvantaged.

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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?	1	NA
The quality and standards in foundation stage	NA	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?	1	NA
The standards ¹ reached by learners	2	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	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	2	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?	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?	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	3	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	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for the friendly welcome which many of you gave to the inspectors when we visited your school recently. We enjoyed meeting you, seeing how keen most of you were in lessons and finding out about the outstanding progress you make at school. We think you belong to a good school which has some outstanding features. Most of you told us that you enjoy school and lessons and that you feel very safe in school. Your school gives you outstanding care, guidance and support. Many of you join in the extra activities. You have made improvements through the student council, but some of its sub-committees are less well organised than others. Most of you behave very well and treat each other and your teachers with respect and courtesy. However, a few students occasionally distract the rest of you from learning by immature behaviour in lessons. Most of you make outstanding progress through the school and you gain high standards in external examinations in Years 9 and 11. Most of your lessons are good and your teachers know their subjects well. More and more of your teachers use information technology well to help you learn. We were impressed that most of you know the levels at which you are working and the standards which you are aiming to reach. We consider that your school is well led and managed and that your governors and staff work hard to improve your education. Most of your buildings and resources are of a high standard, especially in mathematics and computing. However, the old buildings and its resources are not as good and this lessens your overall learning experience. Your school has improved a lot since its last inspection and we think it has the ability to improve further. In order to do so, we suggest that the school should do the following things: improve the accommodation and resources to meet the standards of the best facilities; continue to improve the quality assurance system; continue to improve behaviour in the few lessons where a small number of students disturbs others; continue to develop leadership skills. Best wishes for your future.