

Flanderwell Primary School

Inspection report

Unique Reference Number	106924
Local Authority	Rotherham
Inspection number	287650
Inspection dates	20–21 June 2007
Reporting inspector	Fiona Gowers

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	173
School	
Appropriate authority	The governing body
Chair	Mr P Johnson
Headteacher	Mrs T Hill
Date of previous school inspection	25 June 2001
School address	Greenfield Court Flanderwell Rotherham South Yorkshire S66 2JF
Telephone number	01709 546771
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average-sized primary school serves an area with some level of social and economic disadvantage. Almost all the pupils are White British and a very small percentage of pupils are at the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school has gained the Healthy Schools award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Flanderwell Primary is a good school, with some outstanding features. Under the excellent leadership of the headteacher, staff are determined to provide the very best. Action is focused on raising standards and promoting the personal development and well-being of its pupils. The school is too modest in its assessment of how good it is, illustrating its desire to be better still. Many parents are justifiably proud of their school, expressing views such as, 'What a tremendous school this is!' The school is part of the national Excellence in Cities initiative, which aims to raise standards and overcome barriers to learning. As a result the school benefits from the services of a learning mentor.

The quality and standards in the Foundation Stage are excellent. Children get off to a flying start in the stimulating and vibrant environment and make outstanding progress. As a result of good management and leadership and rigorous monitoring of teaching and learning, the headteacher and staff have improved the quality of teaching throughout the school. This is especially evident in numeracy, literacy, science and information and communication technology (ICT). Orderly classrooms buzz with purposeful activity and laughter. Foundation Stage 'stars' twinkle furiously all day, while Year 6 'super sleuths' love learning! Most pupils in Years 1 to 6 make good progress because of good teaching and achieve well. Standards fluctuate from year to year, because of the varying attainments in small classes. Overall standards have improved over the last three years and are now broadly average in English, mathematics and science by the end of Year 6, although the school recognises there is still further work to be done. Some average and higher attaining pupils could achieve more in English and mathematics. The effective curriculum is enriched by a number of exciting activities. For example, some children have the opportunity to write a newsletter for the local community and also to communicate with others on the video-conferencing facilities. However, topic based learning, linking different subject areas together, to enhance learning and provide a more creative and interesting curriculum, still remains rather limited.

The personal development and well-being of pupils is excellent. Pupils express their opinions confidently and reflect on issues important to their daily lives. Caring staff act as very good role models for pupils in school. Relationships are of the highest order and mutual respect is both sought and received. The school takes good care of its pupils. 'The school nurtures the whole child' commented some parents. The good progress made since the last inspection shows that the school has good capacity to improve further.

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What the school should do to improve further

- Raise the achievement of some of the average and more able pupils in English and mathematics in Years 1 to 6.
- Plan lessons with more effective learning and creative links between subjects.

Achievement and standards

Grade: 2

Many children start Nursery with below average attainment for children of their age, with a significant proportion being well below expectations. Children are keen to learn and achieve exceptionally well during their time in the Foundation Stage. Progress is particularly strong in their personal, social and emotional development. This provides a firm foundation for learning higher up the school. In Years 1 to 6, standards fluctuate from year to year because of the differing attainments of the small year groups. By the end of Year 2, standards have risen over the past three years in reading, writing and mathematics and are now broadly average. Standards in English, mathematics and science are usually broadly average by the end of Year 6. In 2006, standards in Year 6 national tests were disappointing for the school as they fell to well below average. This was largely a result of a number of higher achieving children in that particular class leaving the school before the end of Year 6. There is a more positive picture this year, especially in English. Most pupils in all year groups make good progress, due to the good teaching they receive. However, some average and higher attaining pupils could do better in English and mathematics. Effective strategies are in place to help pupils with learning difficulties and/or disabilities achieve as well as others. The school sets challenging targets and is on course to achieve them for this academic year.

Personal development and well-being

Grade: 1

The school's mission statement states that as 'children grow physically and mentally, they will also grow socially and spiritually and so gain respect for themselves and each other'. It achieves this aim for its pupils admirably as shown by their outstanding personal development and well-being. Children act with a great deal of initiative in their class and school councils. They work very well as a team, making important decisions about how the school runs. 'I like the school council because they really make a difference' commented a Year 6 pupil. They have been involved in a wide range of activities such as preparing a 'Prom' for older pupils and arranging for seating in the playground. 'Learning is really fun!' is a view shared by pupils in school. They thoroughly enjoy school and consequently work extremely hard. Attendance is broadly average overall. However, the majority of children have very high levels of attendance. Pupils are very thoughtful and reflective. They express their opinions confidently and listen attentively to others. They have a growing awareness and understanding of other faiths and cultures. Pupils exchanged videos they made with a school in the Philippines and are now raising money towards building a new school there.

Quality of provision

Teaching and learning

Grade: 2

Good lessons engage pupils' interest so they are always primed and eager to learn. This is because adults always expect the best from pupils and they rarely disappoint. Teachers constantly develop pupils' speaking and listening skills, using successful strategies such as 'talk partners' and 'hot seating' to encourage pupils to vocalise more freely. Pupils are increasingly mature in their response and consolidate valuable life skills for the future. High quality questioning from teachers and skilful teaching assistants test pupils' understanding of their own learning. Classrooms teem with eye-catching displays. These celebrate pupils' work and are constant reminders for pupils in lessons as they build on previous learning. As a result they do not have to rely on a teacher to support their learning all the time as the walls provide helpful clues. Good support systems and mentoring for pupils with learning difficulties and/or disabilities enable these pupils to do as well as others in lessons and over time. Teachers make good use of rigorous tracking systems to present worthwhile challenge to pupils so they make good progress. Even so, work remains to be done to challenge more pupils to attain higher standards. Teachers do not consistently insist on high levels of presentation of work by pupils and this has implications for writing, for example.

Curriculum and other activities

Grade: 2

The rich curriculum goes beyond what is required. As well as a strong focus on literacy and numeracy, it offers an increasing variety of practical learning opportunities. These engage pupils' interest more readily and are beginning to help them attain higher standards in their work. Nevertheless, few links currently exist between different subjects, which can make it more difficult for pupils to find relevance in some of their learning. The strong personal, social and health education programme offers engrossing activities as pupils learn key life skills. For example, they learn how to live safe and healthy lifestyles through lessons, visits out of school and listening to speakers. Pupils use computers widely and develop appropriate ICT skills to

support their learning. For example, a recent 'Katie Morag day' miraculously brought Katie Morag's grandmother to life and enabled pupils to ask her lots of questions about her life via videoconferencing.

Care, guidance and support

Grade: 2

Strongly supportive pastoral care for pupils is central to the school's work. Parents say that friendly staff 'go out of their way to help solve any problems'. There is good attention to pupils' health, safety and general well-being. Procedures for safeguarding pupils are in place and all adults are aware of safety and child protection protocols. Mentors and other support staff successfully help more vulnerable pupils to resolve personal problems so that they can continue to learn and make progress. The school goes to considerable lengths to promote good attendance and classes compete eagerly for 'Lenny Lion' and 'Tilly Tiger', the popular weekly attendance and punctuality awards! Parents appreciate the strong support their children receive and some also recognise the value of the family learning programme offered by mentors. The school offers a strong emphasis on safe and healthy living with a focus on emotional as well as physical health. Pupils with learning difficulties and/or disabilities receive good support from skilful teaching assistants and outside experts. Academic guidance is well established and provides clear information for all staff. Marking, particularly in literacy, is very effective and helps pupils to move on quickly in their learning. Even so, marking is not as useful in other subjects.

Leadership and management

Grade: 2

Leadership and management are good overall. The Headteacher provides outstanding leadership and is extremely well supported by the deputy headteacher and senior teacher. This has been the key factor in the good improvement made by the school. Senior leadership harnesses a highly committed and enthusiastic staff team towards continuing school improvement. The majority of parents are fully appreciative of the school, saying that their children are 'far happier than they ever imagined'.

Much has been achieved over the past three years. Senior leaders accurately evaluate the needs of the school and have successfully implemented a programme to improve teaching and learning in English and mathematics throughout school. This is very well supported by the local authority staff. As a consequence, teaching and learning have improved and pupils develop excellent personal and social skills. They greatly enjoy their time at school.

The progress of each pupil is carefully monitored every half term. Each pupil works towards targets for improvement and action is taken to support any pupil not making the expected level of progress. As a consequence, most children make good progress overall. Standards in most classes have risen and are broadly average. Subject leaders are starting to monitor progress and help raise standards in their curriculum area more effectively. The greatest impact has been in the literacy, numeracy, personal, social and health education, and ICT. Governors have a good understanding of the school's strengths and areas for development. They are very supportive and effectively support and challenge the school as it works towards the aims in the Developing Excellence Plan.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Flanderwell Primary School, Flanderwell, Rotherham, S66 2JF.

Thank you very much for helping us with our work when we visited your school.

We enjoyed meeting you and talking with you. You are right to be proud of your school and your parents are pleased that you go there. These are the things that we found are best about your school.

- You work very hard and are making good progress with your work, from the 'Foundation Stage Stars' right up to the 'Year 6 Super Sleuths'!
- You are very well behaved and polite.
- We like the way you are encouraged to have a say in what goes on at school both in lessons and through the class and school council.
- You have an outstanding headteacher and very good teachers at school.

The adults at school look after you very well and they are very good at giving you the help that you need. We have asked them to help you reach higher standards and to include more topic work in lessons.

Thank you for helping us so much with the inspection at school. Keep working hard and enjoying your school!