



Flamstead End Primary and Nursery School

Inspection Report

Unique Reference Number 134197
Local Authority HERTFORDSHIRE
Inspection number 294117
Inspection dates 6–7 March 2007
Reporting inspector Helen Ranger

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

Type of school	Primary	School address	Longfield Lane
School category	Community		Cheshunt, Waltham Cross
Age range of pupils	3–11		Hertfordshire EN7 6AG
Gender of pupils	Mixed	Telephone number	01992 308888
Number on roll (school)	470	Fax number	01992 308788
Appropriate authority	The governing body	Chair	Mr Mike Howell
		Headteacher	Mrs Susan Killey
Date of previous school inspection	Not previously inspected		

Age group	Inspection dates	Inspection number
3–11	6–7 March 2007	294117

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a much larger than average primary school. It opened in 2003 following the amalgamation of separate infant and junior schools. Most pupils live close to the school and are from White British backgrounds. The local area is one of very mixed housing, with some pockets of social need. The school is establishing a Children's Centre on its site for the local community.

Children start in the Nursery classes with attainment that varies widely but is often below the level expected nationally in language and communication skills and in personal and social development. About a tenth of pupils come from a wide range of minority ethnic groups and a very small number of these pupils need help learning to speak English. An average proportion of pupils in the main school have learning difficulties or disabilities. In addition there is a unit for up to 10 pupils who need specialist help with speech and language. These pupils are aged between five and seven and are drawn from across East Hertfordshire.

This is the first inspection as a new school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with important good features. There are some areas for further improvement, most of which are being tackled already. Of particular note in the school are the good standards of pupils' personal development and well-being, good provision in the Nursery and Reception classes, close partnerships with parents and the local community, and the effective work of the speech and language unit. Since it opened as a new school in 2003, the headteacher, deputy headteacher and governors have established a caring and enthusiastic team of teachers. Many are new to the profession but show good potential.

Pupils' overall achievement is satisfactory. They get a good start in the Foundation Stage through consistently good teaching. In the rest of the school they make steady progress and in the past three years have reached broadly average standards by Year 2 and Year 6. Good provision for pupils in the speech and language unit ensures that this group achieves well. Pupils in all age groups enjoy school, behave well and have good attitudes to learning. Their attendance is improving. In general, teaching and learning are satisfactory. Lessons promote good relationships and a good understanding of safe and healthy lifestyles. Academic skills are taught soundly. At present pupils do not make faster progress because expectations of what they can achieve are not always high enough. This is mainly because teachers' assessment systems have not been focused rigorously enough on identifying and dealing with any slowing down of individual progress. The school has already begun to address these issues so that teachers' expectations and the tracking of pupils' progress are improving.

The curriculum is satisfactory and offers good provision for pupils' personal development and for those with learning difficulties. It is starting to make effective links between subjects and better use of information and communication technology (ICT). The pastoral care of pupils is good. Several parents commented on how much they have valued the staff's support, not just for their children but for the family as a whole when it was most needed. Pupils' academic guidance and support are satisfactory and are improving as the better assessment arrangements take effect.

Leadership and management are satisfactory. Senior staff and governors show a high level of commitment to the local community, such as through the lead they are taking in the development of the Children's Centre. Governors are active and questioning. Many of the subject leaders and key stage leaders have been appointed quite recently. They have an adequate and improving understanding of their leadership roles but have not had enough opportunities to assess teaching and the curriculum at first hand. Their action plans, as reflected in the school improvement plan, do not give a clear enough indication of which are the most important priorities to raise pupils' standards. Nor do they show how the success of initiatives will be measured in terms of their direct impact on the pupils. As a result, the school's overall self-evaluation is only satisfactory at present. The success of measures to establish the new school so far demonstrates a sound capacity for further improvement and satisfactory value for money.

What the school should do to improve further

- Make more rigorous use of the systems to track and improve pupils' progress to set high expectations for pupils in all age groups.
- Ensure that key stage leaders and subject managers have an accurate picture of standards and the quality of teaching across the school.
- Ensure that initiatives for improvement are prioritised effectively and have clear ways of measuring how they will benefit pupils.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Those in the main school who have learning difficulties do well in the targets that are set for them because adults support them well. The individual needs of the pupils in the speech and language unit are catered for well by the school, with the result that these pupils make good progress for their capabilities.

Children make good progress in the Foundation Stage, reaching average standards by the end of Reception. In Years 1 to 6, pupils make steady progress that is satisfactory overall, and reach average standards in English, mathematics and science. This puts down sound foundations for the next stage of their education and, ultimately, for the world of work. The pupils currently in Year 2 continue to reach average standards. Many of those in the present Year 6 are working at above average levels, as they have done since they started school, and are on course to meet the challenging targets set for them this year.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils, including their overall spiritual, moral, social and cultural development, are good. Pupils enjoy lessons and participate well in a range of extra-curricular activities. Membership of the school council gives pupils sound opportunities for taking on positions of responsibility. Pupils relate well to each other and form strong and caring friendships. They have a very good understanding of right and wrong due to the guidance they receive. As a result, behaviour is good, and bullying and racism rare. Pupils' spiritual understanding and their ability to cope in a multi-cultural world are satisfactory. They adopt safe practices, both in school and the wider environment, due to the guidance they receive. Pupils show that they have a well-developed sense of healthy living, for example, by describing the benefits of a balanced diet and exercise. Through their fund-raising activities and links with local community groups, pupils learn how they can make a difference to other people's lives. Attendance has steadily improved due to closer monitoring and tighter controls and is now broadly average.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and improving. Teaching is good in the Nursery and Reception classes where pupils make good progress. Frequent good teaching was seen in Years 1 to 6 during the inspection and none was less than satisfactory. Relationships are good, behaviour is well managed and teaching engages pupils, ensuring they enjoy school. Teachers are particularly successful in promoting good personal development and well-being, though not enough opportunities are taken to develop independence and encourage pupils to take responsibility. Teachers plan conscientiously but this does not always result in a good level of challenge for pupils of all abilities. Teachers are steadily developing their confidence in accurately assessing how well pupils are doing and in making the best use of what they know about pupils in planning lessons that cater for the full range. Marking is thorough and up to date but it does not always make clear to pupils what they need to do to improve. Teaching assistants provide sound support to individuals and groups of pupils and often contribute well to the good progress made by those with individual education plans.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with significant good features. It is enriched well through visits, visitors, theme days and after-school clubs, all of which are appreciated by pupils. An effective programme of personal, social and health education along with an emphasis on physical activity, particularly swimming, and sporting links with local organisations support healthy lifestyles. Pupils are offered opportunities to learn to play a musical instrument. Residential and other visits increase pupils' awareness of the world beyond their locality. They help in the development of their personal skills and to prepare them for their future lives. Though the school plans carefully for each subject, not enough opportunities are taken to plan meaningful links between subjects to bring learning alive and make it more enjoyable for pupils. The school has recently improved resources for ICT but it is too early to see the impact of this provision on pupils' learning.

Care, guidance and support

Grade: 3

Pupils receive satisfactory care, guidance and support. Parents recognise and value the good pastoral care and guidance provided by staff which contributes substantially both to pupils' good behaviour and good attitudes to work. Academic care and guidance are not as effective. The extensive systems for tracking the academic progress of pupils are not always used well enough to guide and support individual learning. There are good arrangements for checking and ensuring that pupils are safe although there is no consistent system for assessing and recording personal development. There are

successful arrangements for monitoring attendance and ways are being sought to reduce the number of holidays taken in term time. Pupils with learning difficulties or disabilities are well supported, for instance, by good individual education plans and the intensive programmes in the speech and language unit. Suitable procedures are in place to ensure that pupils' welfare and safety are protected.

Leadership and management

Grade: 3

The headteacher has a close working relationship with her deputy headteacher and effective links with governors. This has ensured that the former two schools have been amalgamated into one coherent unit. The senior leaders and site manager have worked successfully to ensure that the premises and practical learning resources are of high quality for the new school and governors have given valued active support. Parents speak highly of the school and there are close links with the local community and with specialist agencies to support and extend the quality of provision. The plans for a Children's Centre are typical of the provision that is promoting effective community cohesion for pupils from all backgrounds and their families. There is an obvious ambition to continue to improve the quality of education offered. Senior staff have amassed a great deal of information on pupils' progress and are beginning to analyse this more effectively to assist the efforts to raise standards. Subject and key stage leaders are monitoring pupils' work through looking at teachers' plans and pupils' books but they have limited first hand evidence of the curriculum and teaching in operation.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Text from letter to pupils explaining the findings of the inspection

8 March 2007

Dear Children

Flamstead End Primary and Nursery School, Longfield Lane, Cheshunt, Waltham Cross EN7 6AG

This letter is a big 'thank you' for welcoming all the inspectors when we visited your school recently. Many of you helped us to find out about how well you are getting on.

Here are some of the best things we found in your school

- You enjoy school a lot, behave well and get on well together.
- You are learning about how to lead safe and healthy lives, for instance, by taking plenty of exercise and eating well.
- Your school council makes sure the staff know how you feel about school.
- Your teachers are making sure you make satisfactory progress in your work and they are keen for you to do even better.
- The children in the Nursery and Reception classes get a good start in school.
- The children in the speech and language unit are taught well.
- Mrs Killey has made sure since the school opened that the building and the resources you need are good quality. We saw your new computers and hope you enjoy using them.

These are the things we have asked the staff and governors to improve

- Your teachers collect lots of information now about your progress and we want them to use this more to make sure each one of you does really well in your work.
- The teachers need to get into each other's classrooms more to see how well the whole school is working, so that they can find out what needs to be improved next.
- When they make plans to improve things, the teachers must be sure how they can check that any changes help you to make even better progress.

We enjoyed meeting you all and your enthusiastic teachers. We think that your good attitudes to school will help your teachers to make it an even better place in future.

Best wishes

Helen Ranger

Lead inspector