

Fleckney Church of England Primary School

Inspection report

Unique Reference Number	120129
Local Authority	Leicestershire
Inspection number	327207
Inspection dates	22–23 January 2009
Reporting inspector	Lois Furness

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	358
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Linda Marshall
Headteacher	David Harvey
Date of previous school inspection	30 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Batchelor Road Fleckney Leicester LE8 8BE
Telephone number	01162 402288

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

In this above average size primary school most pupils are White British, with small numbers from a range of other heritages. All speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is well below average, although the proportion of those with a statement of special educational needs is slightly above average. There is a lower than average proportion of pupils eligible for free school meals. The school has attained a number of awards including the Healthy Schools Award, ICT Mark and the National Schools' Sports Partnership Award. The school's provision for the Early Years Foundation Stage (EYFS) comprises of two Reception classes. On site there is a breakfast and after-school club managed by a private provider.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. The headteacher provides strong, clear leadership, successfully fostering an ethos where staff are keen to try new ideas, adapting their skills to new ways of working for the benefit of pupils. Leadership and management are good and there is a strong commitment from all staff and governors to provide pupils with the best education possible. Parents are justifiably proud of this good school. Comments such as: 'There is a remarkable "can do" culture which radiates out of pupils and staff' and 'This school is a credit to the village as a whole, and provides a good grounding for later learning' sum up how the majority of parents view the school's work. Pupils also are very proud, commenting on the helpfulness of teachers and how 'lessons are good fun where we learn lots'. Excellent links with other schools, agencies and organisations bring substantial benefits to pupils' learning and their personal development.

Children have an outstanding start to their education in the EYFS where provision is excellent. By the end of the EYFS, standards are above average overall, representing outstanding achievement in relation to children's starting points. At the end of Year 2, standards are well above average. However, in the past these well above average standards have not been built upon well enough, resulting in broadly average standards by the end of Year 6. Comprehensive tracking systems show that progress has been less brisk in Years 3 and 4, but now, as a result of more effective use of assessment information and good teaching and learning, standards are rising. In 2008, standards at the end of Year 6 rose to above average in English, mathematics and science. This picture of improvement is continuing, and current assessments show pupils' progress and achievement are good overall. However, the leadership knows progress has not been checked regularly enough, to ensure all pupils make the progress of which they are capable, year on year. It also recognises that even better use of assessment is necessary to make sure that teaching is always closely matched to all pupils' needs in Years 3 to 6.

Care, guidance and support for pupils are exemplary. As a result, pupils feel safe, secure and valued and this has a very positive effect on their personal development and well-being, which are outstanding. They receive very good guidance about how to improve their work and pupils are knowledgeable about how to achieve their learning targets. Pupils' outstanding spiritual, moral, social and cultural development underpins all aspects of school life. Their impeccable behaviour contributes strongly to the culture for learning that is a feature of all classes. A key contributory factor to these excellent attitudes is the outstanding curriculum which provides an excellent balance between creative, physical and academic work. Pupils have an excellent awareness of how to keep fit and healthy and gain a tremendous amount from the experience of working with various sports coaches. They make a very good contribution to the school and local communities as well as having a good understanding of global communities. However, pupils are less aware of the diversity of life in multi-ethnic Britain today. Good progress has been made since the previous inspection and the school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Although the majority of children start school in the EYFS with skills below those expected for their age, a minority have skills above those expected. Because of outstanding teaching and learning, children make excellent progress and, by the time they enter Year 1, the skills of many are well above the expected level. This means that overall standards are above average and achievement is outstanding. The teachers' effective planning and organisation ensure an

extensive range of play-based independent and adult-led activities that successfully engage children and develop their independence. Whenever possible, learning opportunities are linked to the real world. For example, during the inspection when it started to snow, children excitedly went outside to look at the snowflakes and explore what happened as the flakes landed on different surfaces. Staff focus very carefully on children's welfare giving them excellent opportunities to develop their personal, social and emotional skills. As a result, children are very happy and confident learners. Their behaviour is exemplary. Relationships are excellent. Children are sensitive to each other as is shown by one child saying to another, 'I'll come and work with you, so you won't be alone!' Although the indoor classroom is successful in providing the full range of learning activities, the EYFS leaders recognise that there is scope for improving outdoor learning opportunities. Leadership and management are outstanding with very effective teamwork amongst the staff.

What the school should do to improve further

- Ensure assessment information is used rigorously to match teaching to all pupils' needs and to check that all pupils are making the progress expected of them, particularly in Years 3 to 6.
- Develop pupils' understanding of the diversity of life in multi-ethnic Britain.

Achievement and standards

Grade: 2

Children make outstanding progress in the EYFS. On entry to Year 1, they reach standards that are above average overall in all six areas of learning. Rapid progress continues and by the end of Year 2, standards are well above average and have been so for the last five years. However, in the past, these standards have not been built upon well enough, especially in Years 3 and 4. Recognising this was not good enough, staff have worked hard to improve pupils' progress in the later years. Now, as a result of better use of assessment information and more effective teaching, standards are rising. In 2008, provisional test information indicates that standards were above average in English, mathematics and science. A much higher proportion of pupils attained the higher level for their age than in previous years. Standards are continuing to rise and are higher now than last year in Year 6. All pupils are now making at least satisfactory progress across Years 3 to 6 and many are making good gains.

Personal development and well-being

Grade: 1

Pupils are emphatic when they say they love coming to school. This very positive attitude is reflected in very high attendance. Behaviour is outstanding. Pupils' spiritual, moral and social development is excellent. They make excellent contributions to the school and the local community, for example as reading partners, or as members the Parish Youth Council. Spiritually and morally the pupils benefit from the school's Anglican ethos and links with local churches. Pupils speak eloquently about the importance of healthy eating and taking regular exercise. They know how to keep safe both in and out of school. Pupils enjoy responsibility such as raising money for charity. They willingly accept much of the planning and organisation themselves, calculating the costs and profitability of fund-raising schemes. Their good skills in English, mathematics and information and communication technology (ICT) and their outstanding personal development mean they are excellently prepared for the next stage of education.

Quality of provision

Teaching and learning

Grade: 2

Within the overall good quality of teaching, there is outstanding practice in most year groups that promotes learning at a rapid pace. In outstanding lessons, work is exceptionally well matched to pupils' abilities and teachers make extremely good use of assessment information in their planning. They make lessons interesting and fun. Teachers make full use of ICT to stimulate pupils' learning. The learning objective of the lesson is shared with pupils, giving them a good understanding of what is expected of them. Opportunities to assess each other's work are welcomed by pupils as they eagerly help each other to improve their learning. However, assessment information has not always been used well enough in Years 3 and 4 to ensure that teaching builds fully on previous learning and consequently pupils' progress has not been good enough. This is improving as teachers in these year groups are becoming more aware of what is expected of pupils. Even so, the school recognises that more needs to be done to make sure that all teaching is as good as the best. Teaching assistants provide very effective support for those who need additional help.

Curriculum and other activities

Grade: 1

An excellent curriculum meets the needs and interests of all pupils. Detailed planning ensures the curriculum develops key learning skills such as problem solving and the use of literacy, numeracy and ICT. Creativity is not forgotten, and links with local learning partnerships ensure there is high priority given to the creative aspects of education. For example, outstanding pieces of artwork are displayed around the school and celebrate pupils' successes in this area. ICT is used very effectively to promote challenge and support individual learning. An excellent example of this is the use of laptops by pupils with learning difficulties and/or disabilities. Pupils' personal and social development is supported very well through work on healthy lifestyles, drugs awareness and citizenship. The extensive range of extra-curricular activities, and excellent sporting links with the local community, greatly increase pupils' enjoyment of school.

Care, guidance and support

Grade: 1

Pupils feel very safe in school and relationships are outstanding. Each pupil is valued, ensuring their well-being is given a very high priority. Safeguarding arrangements are very rigorous, with thorough child protection and risk assessments firmly in place. All staff are very aware of the procedures to follow if they have concerns about the well-being of a pupil. The school has excellent links with outside agencies to provide additional support for individual pupils when required. The guidance given to pupils about how to improve their work is outstanding. Marking is very detailed and effectively enables pupils to evaluate for themselves how well they are doing, and how they might improve. Also, pupils are very clear about how to achieve the targets set for them.

Leadership and management

Grade: 2

Staff, governors and parents recognise the strong leadership of the headteacher and his continuous desire to seek improvement. The school's self-evaluation is accurate, based on the determination to be even better. The leadership is mindful of parents and carers, willingly taking on their suggestions, for example including French in the curriculum. Good systems are in place for ensuring equal achievement for all, both academically and pastorally. The pastoral systems have contributed well to pupils' excellent personal development. However, although the systems for ensuring pupils' progress are comprehensive, the leadership has not checked regularly enough that all pupils consistently make the good progress of which they are capable. Community cohesion is promoted well through strong links with the local and wider communities, and ensuring pupils' good awareness of global communities. However, pupils' understanding of diversity of life in Britain today is recognised by the school as a development area. Governors are exceptionally well informed because they visit regularly and are very ready to challenge the work of the school.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	1
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**

26 January 2009

Dear Pupils

Inspection of Fleckney Church of England Primary School, Leicester, LE8 8BE

Thank you for your valuable help during the recent inspection of your school. We were very impressed with the way you spoke so confidently to us. It was good to see you work so hard and have such fun in school. You are clearly very proud of your good school. These are the main things that we found out.

- You get off to a flying start in the Reception classes because of outstanding teaching.
- By the end of Year 2 many of you reach standards in your work that are well above those expected for your age.
- Throughout the school you behave very well indeed. Your parents should be very proud of the way you welcome visitors, speaking so politely to them.
- You obviously enjoy school very much because your teachers plan interesting work. They include lots of opportunities for you to use your creative skills in art, music and dance, for example.
- You know all about eating sensibly and why regular exercise is important to keep healthy. It was good to know that so many of you take part in the many sporting opportunities offered.
- You like your teachers, and all adults in the school take time and care to ensure you are kept safe and secure. We know you appreciate this.

The leadership of the school is good and your headteacher and staff, supported by the governors, are always trying to find ways of making things even better for you. We have suggested two things the school should do next.

- We want teachers to use the information about what you know already to plan activities that will make sure you all make the best progress possible. Then we want your headteacher and staff to regularly check that this is happening, particularly in Years 3 to 6.
- We think it would be interesting for you to learn more about the different communities in Britain today.

Your parents are rightly pleased that you attend a good school. Keep up the good work and always remember to do your best. Thank you again for making our visit so enjoyable!

Yours faithfully

Lois Furness

Lead inspector