

Fleetwood Flakefleet Primary School

Inspection report

Unique Reference Number	130336
Local Authority	Lancashire
Inspection number	331096
Inspection dates	8–9 July 2009
Reporting inspector	Ruth James HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	368
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	Mr Andrew Clarke
Headteacher	Mr Mike Barnes
Date of previous school inspection	1 January 2008
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Northfleet Avenue Fleetwood Lancashire FY7 7ND

Age group	3–11
Inspection dates	8–9 July 2009
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Introduction

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

Description of the school

Fleetwood Flakefleet is a larger than average school situated in an area of high social and economic deprivation. The percentage of pupils entitled to free school meals is very high. Well above average numbers of pupils have learning difficulties and/or disabilities and the proportion of pupils with a statement of special educational need is almost double the national average. The vast majority of pupils are from White British backgrounds. The Early Years Foundation Stage comprises of Nursery and Reception classes.

There is registered childcare on site delivered by a different provider. This is managed independently of the governing body and subject to a separate inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The school was placed in special measures in January 2008. There were significant weaknesses in pupils' progress and standards, especially in English and mathematics, in the quality of teaching and learning, in the monitoring and evaluation of provision, and in governance.

Since the inspection, effective action has been taken to address these weaknesses. Standards have improved and pupils are making more rapid progress as a result of the better quality teaching and learning. Leadership and management have improved. Fleetwood Flakefleet is now providing a satisfactory education with some good aspects.

Provision for the Early Years Foundation Stage is good and children are now making good progress during their first two years at the school. Nevertheless, because of the very low levels of skills on entry to Nursery, levels of attainment at the end of the Early Years Foundation Stage remain below average.

Pupils' progress during Key Stages 1 and 2 is now satisfactory as a result of better teaching, and standards in English and mathematics have improved. At the time of the previous inspection many pupils' levels of attainment were well below age related expectations. In all classes there are groups of pupils who are making good progress and catching up, but there is still some way to go to bring standards up to average. Despite the efforts of the school, poor attendance hinders the progress of a significant minority of pupils.

Personal development is satisfactory. The new school kitchen, providing appealing healthy food, and the good provision for sports activities encourage healthy lifestyles. Although many pupils behave well, a small number present challenging behaviour, which is managed effectively. Overall attendance is below average, mainly because of a small group of persistent absentees. Older pupils especially have opportunities to take on responsibilities and the school council provides a forum for pupils to contribute to the school community.

Refurbishments have improved the learning environment. Teaching and learning are satisfactory, overall, and the teaching has several good features. Pupils like their teachers and the support staff and they get on well together. More interesting lessons and a better understanding of their targets and progress are contributing to pupils' increased enjoyment of school. Teachers' planning is now better focused on providing appropriately challenging work for pupils of all abilities, with more independent work encouraged. More lessons are now good and occasionally outstanding, but the school recognises the need to further increase the proportion of good teaching to eradicate the legacy of underachievement.

The school cares well for its pupils, including those with learning difficulties and/or disabilities who are supported well. The curriculum is satisfactory. It is focused, understandably, on raising standards in the core subjects of English and mathematics. Specialist science teaching in Key Stage 2 has improved achievement in science.

Improvements in leadership and management at all levels are key to the school's recovery. Leadership and management, and capacity to improve are now satisfactory. Firm leadership from the headteacher, the appointment of a new assistant headteacher and more clearly defined roles and responsibilities for senior and middle managers have all contributed to better monitoring, realistic evaluation and sharply focused action to address weaknesses. Recently

introduced strategies, such as peer coaching, continue the drive for improvement. Governance is now satisfactory, with governors better equipped to undertake their strategic role. Effective local authority support including advice, guidance and training at different levels has made an important and effective contribution to the school improvement process.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Strong and visionary leadership and management have improved provision since the last inspection. Achievement is now good. When children start in Nursery, their levels of development are well below those typical for their age. Progress is accelerating and currently good across the Early Years Foundation Stage. Despite the good rate of improvement, the overall attainment of children leaving Reception is below average.

The welfare of the children is effectively promoted with a high priority given to maintaining children's health and safety. The involvement of parents in their children's education is encouraged and close links with other agencies enhance this. A dedicated staff team know each child very well and employ effective strategies to meet individual needs. Learning is fun. Staff successfully provide a range of imaginative activities to develop the children's knowledge and understanding of sounds and letters. Children play happily and respond enthusiastically to the themes and topics employed to advance learning. As part of a topic based on the traditional story of, 'Little Red Riding Hood', children gleefully took the parts of the Granny and the Big Bad Wolf. In so doing, they not only became totally engrossed in their role-play but also increased their confidence to interact with others and extended their vocabulary. Despite limitations in the quality of the accommodation, outdoor learning effectively contributes to all aspects of learning.

What the school should do to improve further

- Improve the attendance of the small minority of persistent absentees to increase their rates of progress and so raise their attainment.
- Further improve the quality of teaching and learning so that more lessons are good or better in order to accelerate pupil progress.
- Continue to develop the leadership and management skills of middle and senior leaders, especially in relation to Key Stage 2, to raise standards further.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils join the school with skills, knowledge and understanding well below those typical for children of their age. The school has an increasing proportion of pupils with learning difficulties and/or disabilities. Since the previous inspection standards have improved at both Key Stage 1 and Key Stage 2, although they remain below average. This is indicative of satisfactory progress given the pupils' starting points. School assessment data show that rates of progress are improving across the school in reading, writing and mathematics. Pupils are also making better progress in science than was the case formerly. In most classes, groups of pupils are making good rates of progress and this is helping to tackle the legacy of underachievement.

For example, school data show that for the current Year 6 pupils a very high proportion of pupils have made good progress in writing this year. For a small but significant number of pupils poor attendance is hindering progress. Pupils with additional learning needs are supported in lessons by teachers and teaching assistants and through specific intervention programmes and as a result they too are now making satisfactory progress.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being, including their social, moral, spiritual and cultural development, are satisfactory. The new kitchen means better quality healthy food is available, promoting healthy lifestyles. Refurbishments have improved the learning environment and pupils are taking more pride in their work and their school. Across the school, most pupils enjoy learning. Pupils are generally considerate to others. Behaviour is satisfactory and many pupils behave well. Pupils say that incidents of bullying are rare and dealt with swiftly but that a small minority of pupils can be mildly disruptive. Most pupils come to school regularly and punctually. Absence has reduced over the last year due to the determined efforts of the learning mentor, but attendance is still below the national average. Most pupils have a good understanding of the choices required to live healthily and generally behave sensibly and safely. Pupils make a satisfactory contribution to the school community. They willingly take on responsibility for jobs around school and they have the opportunity to voice their opinion through the school council. These factors, together with satisfactory achievement give pupils an adequate preparation for their future education and citizenship.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning have improved since the previous inspection and are now satisfactory. Inadequate teaching has been largely eradicated and some outstanding lessons were seen during the inspection. The school recognises that still more needs to be done to bring up the overall quality of teaching to that required to eliminate the legacy of underachievement. Most lessons are planned to meet the needs of different ability groups within the mixed ability classes. Learning objectives are carefully explained and pupils are well disposed to learn. In the best lessons teachers are lively, enthusiastic and use interactive whiteboards well to interest pupils and support learning. They provide pupils with challenging and interesting learning activities. Opportunities are provided for pupils to work independently. Progress is monitored well but the involvement of pupils in the process is inconsistent. Teaching assistants are well briefed and effectively support the learning of lower attaining pupils in particular. Consequently pupils remain focused on tasks and are rarely distracted. In some otherwise satisfactory lessons, learning is not as effective because classroom management is less effective and explanations sometimes lack clarity.

Curriculum and other activities

Grade: 3

The curriculum provides a satisfactory range of learning activities which continue to help pupils develop well personally. Lessons are now better organised to meet the needs of different ability groups within the class and there is an increasing commitment to provide opportunities for

independent work and the use of information and communication technology (ICT). There is also now a sharper focus on the development of the basic skills of literacy and numeracy. Teaching assistants continue to support well the personal development of pupils with learning difficulties and/or disabilities as well as contributing to their satisfactory academic progress. French is offered to older pupils and there have been recent improvements to personal, social and health education. Specialist science teaching in Key Stage 2 has also enhanced the provision. The curriculum is suitably enriched through a programme of educational visits and through opportunities for pupils to share the experiences of visitors to the school. Sport is a particular strength and pupils have also enjoyed taking part in initiatives which enhance their understanding of healthy lifestyles such as the 'lets get cooking club'.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pastoral care is a strength. Great care is taken to maintain pupils' health and safety. Procedures for safeguarding pupils meet government requirements. Initiatives such as 'Back on Track' have been successful contributors to the inclusion of pupils with behavioural, emotional and social difficulties. Pupils say there is always an adult on hand if they have any worries. The learning mentor's expertise and knowledge of the area enable her to make particularly valuable links between the school, homes and support agencies.

The provision for pupils with learning difficulties and/or disabilities has some considerable strengths. Regular assessments and the tracking of learning provide a clear picture of pupils' academic progress. The learning of all groups of pupils is carefully analysed and additional help is targeted to help pupils who are underachieving.

Parents are generally supportive of their children's learning but do not always get fully involved in doing so. Close links with other services and agencies help provide opportunities for parents to gain an understanding of how they can support their children at home.

Leadership and management

Grade: 3

The headteacher has provided calm and determined leadership since the previous inspection, with a clear focus on raising aspirations, achievement and standards. The appointment of an assistant headteacher and increased delegation of responsibilities to senior and middle leaders have strengthened leadership capacity significantly. There is now a clear management structure in place. The senior leadership team (SLT) meets regularly to monitor and evaluate standards, and put in place courses of action where necessary. Middle leaders' effectiveness in the monitoring and evaluation of provision is developing. Phase leaders are establishing effective teams, and introducing activities such as peer coaching. Capacity to improve is satisfactory.

Self-evaluation is largely accurate, identifying strengths and areas where progress has been made and areas for further development. New initiatives, such as the behaviour management and teaching and learning policies alongside the peer coaching strategy are beneficial in the drive for improvement. The local authority has provided very effective support to the school, in terms of advice and guidance, and substantial staff training. The recent budget deficit is being tackled with local authority support.

The school's contribution to community cohesion is satisfactory overall. There is much good work with regard to the school and local communities but less is done to develop a wider perspective.

Governance is satisfactory. There is a new Chair of Governors and local authority appointed governors have brought additional skills. Governors are increasingly well equipped to act as critical friends 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?	3
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?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	3

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?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
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 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?	2

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 leaders and managers use challenging targets to raise standards	3
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?	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	3
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

10 July 2009

Dear Pupils

Inspection of Fleetwood Flakefleet Primary School, Lancashire, FY7 7ND

Thank you very much for all the help you gave us when we visited to inspect your school recently. We were pleased that you told us you enjoy school. It was good to see so many of you eating healthy food at lunchtime.

Your school has improved a lot recently and it is now providing you with a satisfactory education, meaning your school no longer requires 'special measures'.

The Nursery and Reception classes give you a good start to your education. Teachers and other staff look after and care for you very well. Teaching is satisfactory but some lessons are good or even outstanding and this is helping you to make better progress. The school is working hard to help those of you who had fallen behind to catch up.

The headteacher all the staff are determined to keep working to ensure that you achieve as much as you can. We have asked them to do three important things to help you all get as much as you can from your education. First, we want them to do even more to make sure that everyone comes to school regularly, because pupils who are absent a lot are missing important work and finding it harder to catch up.

Second, we have asked the headteacher and school managers to keep working with your teachers to make more of your lessons as good as the best so that all of you make good progress. Third, we want the school to make sure that teachers with management duties continue to develop the skills they need to do these jobs well. You can help by coming to school every day and really working hard in all your lessons.

We wish you every success in the future.

Yours faithfully

Ruth James

Her Majesty's Inspector