

Fletewood School

Independent School

Inspection Report

DCSF Registration Number	879/6001
Unique Reference Number	113594
URN for registered childcare	EY256367
Inspection number	333825
Inspection dates	2 July 2009
Reporting inspector	Andrew Redpath HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Alexandra House
33 Kingsway
London WC2B 6SE
T 08456 404040

www.ofsted.gov.uk



Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of registered provision was conducted under Section 49(2) of the Childcare Act 2006.

This was a light touch inspection (LTI) which focussed principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Fletewood School is a co-educational Christian school for boys and girls aged between three and eleven years. It is located close to the centre of Plymouth and shares a large Victorian house with a Seventh-day Adventist Church. Currently 59 pupils attend, with 19 children in the Early Years Foundation Stage having their places funded under the nursery grant scheme. The school's aims state it is '*dedicated to the discovery of excellence in each child.*' The school's last full inspection was in November 2006 and the childcare was inspected in June 2008.

Evaluation of the school

Fletewood School provides a good quality of education and care. Good teaching ensures that pupils make good progress. Pupils' strong personal development is underpinned by the positive relationships between staff and pupils. Good provision in the Early Years Foundation Stage ensures that children make a good start to their education. Parents hold overwhelmingly positive views of the school, summarised by one who stated, 'My child has flourished since attending Fletewood School.' The school has made good progress since the last inspection, particularly in extending the use of information and communication technology (ICT). The leadership has a good understanding of the school's strengths and areas for further development. The school meets almost all the regulations.

Quality of education

The quality of the curriculum is good. It is supported by a clear statement of aims and includes all subjects of the National Curriculum. A large proportion of time is allocated to the teaching of English and mathematics, while a rolling programme of topics ensures the effective coverage of other subjects.

Very good provision is made for the study of ICT with each pupil between Years 3 and 6 having use of a personal laptop whose use is a regular feature of lessons. Physical education is provided in the hall and by making trips to a local park. Swimming has been provided in the past, although it is not on the current timetable due to difficulties in securing an appropriate venue. The curriculum is enriched by drama productions; for example an adapted version of *The Tempest* was being rehearsed during the inspection.

Pupils are organised in four mixed-age classes which comprise the Early Years Foundation Stage, Years 1 and 2, Years 3 and 4 and Years 5 and 6. Thorough planning ensures pupils receive appropriate coverage of different subjects as they move up the school. The small number of pupils who experience difficulty with language or with their written work are included well in classes and receive appropriate additional help. The curriculum in the Early Years Foundation Stage is limited by the layout of the building which hampers the free flow of indoor and outdoor learning.

The curriculum is enriched by various trips, visits and after-school clubs, which represent a good range of activities in relation to the size of the school. Venues include local museums, a farm and an annual residential trip to Cornwall for pupils in Years 5 and 6. After-school clubs take place each day of the week and include fencing, hockey, cookery and board games.

The quality of teaching and assessment is good. Teachers have high expectations and establish clear classroom routines. Lessons proceed at a brisk pace and contain a good variety of activities. As a result, a purposeful atmosphere for learning exists in lessons and pupils work hard. Teachers have good subject knowledge and use it to encourage pupils to develop their own ideas. During the inspection this was demonstrated in a design and technology lesson where younger pupils were making model animals. Pupils were involved in evaluating their work and in discussing it with other pupils. Teachers have positive relationships with pupils based on a high degree of trust. Consequently pupils demonstrate a high level of independence, for example when using laptops, getting out their work, and researching topics. Whilst teachers mark work regularly, they do not always give sufficient detail on how pupils might improve their work and ensure that corrections are followed up. Resources to support teaching and learning are satisfactory and have been improved since the last inspection, particularly with regard to ICT.

The school conducts a satisfactory range of assessments to check pupils' strengths and areas where they need extra help. Pupils' progress in English, mathematics and science is measured against National Curriculum levels. Pupils make good progress in relation to their starting points. All become fluent writers and most can articulate their views with confidence. Older pupils use computers with confidence and appreciate how the school helps them make progress in ICT. One pupil commented, 'This school is far ahead in technology.' However, the school does not yet have a system for recording pupils' progress in developing ICT skills. It is particularly successful in gaining a high number of '11-plus' examination passes at the end of Year 6.

Spiritual, moral, social and cultural development of the pupils

The quality of pupils' spiritual, moral, social and cultural development is good. Pupils enjoy coming to school as shown by their good behaviour and attendance. One wrote in the pre-inspection questionnaire, 'The school makes me feel happy and safe.' Some recognise that whilst many lessons are 'fun', some contain tasks which are less stimulating but necessary in order for new skills to be learned. Pupils demonstrate a mature attitude to school and are able to discuss moral and social issues in a mature manner, for example, when using Biblical texts to discuss faith and trust. Spiritual awareness is promoted in assemblies, when pupils have time to reflect and pray. Pupils' self-confidence and self-esteem is developed by participating in such events as end-of-term drama productions and sports day. Moral themes and an emphasis on positive personal qualities are present throughout the curriculum, which includes such topics as 'good manners' and 'caring for each other'. Pupils get on well with each other, for example when they play games together in the playground at break time, utilising fully the small outdoor space.

Pupils make a positive contribution to the school and wider community by serving on the school council, recycling paper and plastic waste, raising funds for charity and by organising events for the school fete. They also become financially aware through operating their own 'bank' which uses mock money. Combined with their high level of numeracy, literacy and ICT skills, this helps to prepare them very well for future work. Pupils' effort and achievement are recognised through the presentation of certificates and the use of star charts and stamps in pupils' books.

Pupils have a satisfactory knowledge of public services which is promoted by such activities as visits from the road safety officer and a nurse to explain their work. Their knowledge of different cultures is satisfactory and is promoted successfully through the study of topics on different countries. However, the religious education curriculum focuses mainly on the Christian faith and opportunities for pupils to learn about the diverse faiths and cultures in modern Britain are less developed.

Safeguarding pupils' welfare, health and safety

Provision for safeguarding pupils' welfare health and safety is good. A friendly and very caring ethos ensures that pupils feel safe and valued. Pupils really appreciate that staff know them well, as illustrated by one pupil's comment about the school, 'It's like a big family.' Pupils report that there is no bullying and that any personal difficulties that arise are dealt with quickly and sympathetically.

Procedures for safeguarding pupils are robust. The school has an appropriate policy and staff have received recent training. Pupils are particularly impressed with the school's vigilance over the use of suitable computer programmes and carefully controlled access to the internet. Thorough checks are completed prior to the appointment of new staff to ensure that they are suitable to work with children. However, the school does not record this information for staff and for the proprietors on a single register as required.

Responsibility for health and safety rests with the headteacher. This poses a considerable burden on his time, especially since he is also a full-time class teacher, runs after-school clubs and completes a range of other administrative tasks associated with running the school. Consequently, whilst the school's arrangements for ensuring the health and safety of pupils meet the regulations, their implementation is not always timely. For example, some minor aspects of repair and maintenance need attention. Satisfactory arrangements for fire safety are in place, fire drills are held regularly, fire-fighting equipment is checked by a specialist company and a fire risk assessment is in place. The school has not yet updated its fire risk assessment to consider the implications of the recent installation of a kiln in the loft space.

Pupils have a good understanding of how to lead a safe and healthy lifestyle, although a few feel the school could do more in this area. They take regular exercise and benefit from the school's focus on forming positive relationships.

The age and nature of the building limits access for disabled users. However, the school has a plan for increasing access for disabled users which meets the requirements of the Disability Discrimination Act 2002.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of provision is good. All children make good progress in developing their basic skills, especially in their personal, social and emotional development, knowledge and understanding of the world and attitudes to learning. This is because the good teaching and curriculum are well matched to learners' needs. Lessons are well planned, follow National guidelines and are well supported by resources in the classroom. There is a good range of teacher-led and child-initiated activities but the movement between indoor and outdoor learning is restricted by the limitations of the building.

Personal development is good, helped by the good standards of care and support pupils receive. All safeguarding requirements are met, although specific paediatric first aid training has not been undertaken by staff. All other areas of welfare, health and safety are covered well. Relationships between children and other adults are good and children clearly enjoy being at school. Children report they feel safe and well looked after. They are encouraged to lead healthy lifestyles, eating fresh fruit each day. They grow in confidence and take a full part in wider school life, having developed the essential skills for the next stage in their education.

Leadership and management are good. The Early Years co-ordinator has a good understanding of the needs of the children in her care and plans creatively to cover the required areas of learning. The talented teaching assistant who regularly takes responsibility for the Nursery provision makes a significant contribution to children's learning. Assessment of children's progress is frequent and detailed, with termly reporting to parents through the detailed tracking sheets.

Good quality booklets that celebrate children's learning journeys are produced at the end of Reception and are highly valued by parents as a record of their children's successful start within the school.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- keep a register which shows that appropriate checks have been made in relation to each member of staff prior to their appointment (paragraph 4C(2 and 3))
- ensure the register shows appropriate checks have been made in relation to each member of the body of persons named as the proprietor (paragraph 4C(6 and 7))
- where the register is kept in electronic form, ensure that the information so recorded is capable of being reproduced in legible form (paragraph 4C(9)).

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- introduce a system for recording pupils' progress in ICT
- improve marking by giving pupils more detail on how they might improve their work and by ensuring that any required corrections are made
- extend pupils' knowledge of the different faiths and cultural traditions in modern Britain
- reduce the workload of the headteacher to enable health and safety issues to be tackled more systematically.

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		✓		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		✓		
How good are the personal development and well-being of children in the Early Years Foundation Stage?		✓		
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?		✓		
How effectively is the provision in the Early Years Foundation Stage led and managed?		✓		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		✓		

School details

Name of school	Fletewood School		
DCSF number	879/6001		
Unique reference number	113594		
Early Years URN	EY256367		
Type of school	Christian primary school		
Status	Independent		
Date school opened	1919		
Age range of pupils	3-11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 22	Girls: 29	Total: 51
Number on roll (part-time pupils)	Boys: 2	Girls: 6	Total: 8
Annual fees (day pupils)	£3,180		
Annual fees (childcare)	£3,180		
Address of school	Derry Villas 88 North Road East Plymouth Devon PL4 6AN		
Telephone number	01752 663782		
Fax number	01752 721627		
Email address	headteacher@fletewoodschool.co.uk		
Headteacher	Mr J Martin		
Proprietor	Seventh Day Adventists' Church		
Reporting inspector	Andrew Redpath HMI		
Dates of inspection	2 July 2009		