

Flamstead End Primary and Nursery School

Inspection report

Unique Reference Number	134197
Local Authority	Hertfordshire
Inspection number	341440
Inspection dates	5–6 October 2009
Reporting inspector	Paul Brooker HMI

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 of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Mike Howell
Headteacher	Sue Killey
Date of previous school inspection	6 March 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 21 lessons, and held meetings with governors, staff, the extended school's coordinator and groups of pupils. They observed the school's work, scrutinised pupils' exercise books and looked at the school's performance data and 75 parental questionnaire responses and a large number of questionnaires returned by staff and from a sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The school's performance in the most recent national tests and the progress of pupils in Key Stage 2
- The outcomes for children in the Early Years Foundation Stage, including this provision in the Children's Centre
- The quality of pupils' learning and their progress in lessons, particularly in English
- The effectiveness of the school's self-evaluation

Information about the school

Flamstead End Primary and Nursery School is a very large primary school serving an area of mixed housing and providing a range of education and childcare provision for children aged two to 11. Children come from a range of different socio-economic and ethnic backgrounds, although the majority are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average, but a higher-than-average number of pupils have a statement of special educational needs. The school has a specialist unit for up to 10 Key Stage 1 pupils, drawn from across East Hertfordshire, who need specialist help with speech and language.

The school's on-site childcare provision has been extended since the last inspection. The Longfield Children's Centre opened in April 2008, managed by the school's governing body now providing Early Years Foundation Stage pre-school and day nursery provision. In September 2008 a private provider opened the 'Young Generation' breakfast club at the school with after-school childcare at a neighbouring school, providing wrap-around care for older pupils. This private provision is inspected elsewhere.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school is well led and managed. The promotion of equality of opportunity and social cohesion are at the heart of the school's work and its strategic development. Since the last inspection high priority has been given to successfully enhancing the school's accommodation and facilities to ensure that the school meets the specific requirements of every pupil, and also the broader needs of parents and carers in the local community. The physical developments in the learning environment and the establishment of the children's centre, allied with improvements in the quality of teaching, the curriculum and the quality of support, have significantly strengthened the outcomes for pupils. Partnership activity underpins much of the school's work and development, particularly in promoting the well-being of the pupils, and the school works hard to successfully engage all groups of parents and carers.

The school's provision is good, with aspects that are excellent. Care, guidance and support, including the effectiveness of safeguarding procedures, are outstanding. Pupils consequently feel very safe and have an excellent understanding about how to develop healthy lifestyles. The good curriculum and high quality teaching enable pupils to achieve well; there is no significant unevenness in the progress of pupils from different groups. The pupils' very good behaviour and positive attitudes make a strong contribution to their good progress and to their personal development. Lively and interesting teaching makes learning enjoyable and enables pupils of all ages and abilities to make good progress. However, lesson planning in some lessons is not precise enough when setting out what different groups of pupils should achieve, and marking - although impressively thorough - has insufficient impact because pupils do not routinely respond to the guidance and are unclear how they might achieve their targets. The good quality Early Years Foundation Stage provision in the Children's Centre and Nursery and in the Reception class helps the children to make a very good start to their learning and development.

Standards have risen since the last inspection and, by the age of 11, are higher than those seen nationally. However, provisional English results in end-of-Key Stage 2 national tests in 2009 were below the school's targets, and a suitable range of strategies has been sensibly implemented to target improvements in writing. School self-evaluation is accurate and ensures that weaknesses are identified and addressed. School leaders have sustained good improvement since the last inspection and articulate clearly what the school needs to do to improve further. However, the effectiveness of monitoring is not fully realised when the impact of the school's work, for example in promoting community cohesion, is not analysed with sufficient rigour. Strengths in teaching and assessment are recognised, but improvements have not been driven with the same

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vigour as developments in pupils' welfare.

What does the school need to do to improve further?

- Improve the standard of pupils' writing by
 - Planning more precisely the outcomes that specific pupils should achieve in each lesson
 - Maximising the impact of marking and target setting so that pupils understand what they need to do to improve and follow the clear guidance given
- Strengthen the effectiveness of self-evaluation at all levels by focusing more sharply on the impact of the school's work, for example by ensuring that:
 - Lesson observations and work scrutinies evaluate more rigorously the quality of learning and progress made by different pupils
 - Evaluation of other aspects of the school's work, such as the promotion of community cohesion, is robust and concise.

Outcomes for individuals and groups of pupils

2

Children start in the Early Years Foundation Stage with skills and abilities that are broadly typical for their age, and often lower than expected, and make good progress as they move up through the school because the quality of learning is good. By the end of Year 6, standards are above average. However, notwithstanding the improvements in attainment since the last inspection, the results in English were disappointing in 2009 because the school narrowly missed its targets. Evidence from lesson observations indicates that pupils make good progress in their learning, including in English lessons where standards of pupils' written work are generally high.

The pupils behave well and many older pupils have exemplary attitudes. The school encourages pupils to be reflective and their positive response demonstrates particularly good social, moral and spiritual development. The pupils are aware of their responsibilities within the school and are keen to make a positive contribution here and also to the wider community, for example, through the effective school council and with charity events. Pupils feel very safe and know that rare incidents of bullying are quickly resolved. They understand how to pursue healthy lifestyles, and demonstrate this in their eating habits and in the good uptake of physical activities. By the time that pupils leave the school, they are very well prepared for the next stage in their education and are well equipped with essential skills for later life. Punctuality is good and attendance is broadly average.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Excellent attention is given to all aspects of care, guidance and support. The school's work with families and children, including the most vulnerable individuals, to promote their well-being and development is excellent. The curriculum is well adapted to meet the pupils' different needs and provides varied enrichment opportunities for pupils to develop wider skills, interests and enjoyment. As a 'Singing School', for example, pupils have enjoyed the chance to perform at the Albert Hall. Guidance and support for all pupils is carefully targeted to enable individuals to make the most of the opportunities provided by the school. Provision in the specialist speech and language unit is good.

High quality teaching is based on sound planning, lively delivery and rigorous assessments of pupils' learning. Pupils make particularly good progress when working independently and collaboratively in groups, notably when work is carefully adapted to meet their individual needs. Marking is particularly thorough, although its impact is not maximised when the pupils do not respond to the guidance given.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The headteacher and deputy headteacher have worked tirelessly to develop the school as a caring and supportive community in which pupils are safe and can thrive and achieve well. They are assiduous in ensuring the safety and well-being of the pupils and in the promotion of equal opportunity for all. The school's improved performance demonstrates the success of its leadership in embedding ambition and securing high expectations. Regular visits by governors ensure that the governing body knows the school very well and is able to provide a suitable balance of good support and effective challenge.

The school is highly committed to working in partnership and takes a leading role in developing activities that promote the pupils' personal development and well-being. Initiatives such as the breakfast club have been a significant benefit for individual children and families.

Management systems run smoothly and the school's performance is carefully monitored, but some aspects of self-evaluation are not sufficiently robust or analytical. For example, the school makes a strong contribution to promoting community cohesion, based on a clear analysis of its own context and the needs the community, but evaluation of its impact is insufficiently rigorous. Leaders and managers at all levels need to evaluate more critically the quality and effectiveness of teaching and assessment in order to drive further improvements in teaching.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The good Early Years Foundation Stage provision is well led and places due emphasis on the safety, well-being, health and happiness of the children. From an early age, children are encouraged to take responsibility and make sensible choices. Teaching is consistently good across the Early Years Foundation Stage. It fosters an enjoyment in learning and promotes good progress. Staff use their good knowledge of the children to plan a range of interesting activities which sustain the children's interest. Assessments of the children's progress are regular and accurate. However, planning for the next steps in children's learning is underdeveloped.

By the time they leave the Reception class, children attain almost all the early learning goals expected for children of this age. Their physical development and personal, social and emotional development are particularly strong.

The Early Years Foundation Stage provision in the Children's Centre successfully meets the needs of the children, whatever their abilities or backgrounds, and enables them make to make good progress across all areas of their learning and development. This children's centre provision is based on positive relationships and the relaxed and positive climate for learning. The safety and well-being of children are well promoted, with good emphasis on the development of healthy lifestyles. Children have a wide and stimulating range of well planned experiences, including outdoor play, which they enjoy. The Day Nursery/Pre-School is well led and managed and has effectively addressed the areas for improvement identified at its last inspection. It complies with the requirements for its registration.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire are overwhelmingly positive in their support for the school and its excellent engagement with them. The vast majority are happy with their children's experience, and are positive about the aspects of the school that the inspection also found to be particular strengths: the pupils' safety, their enjoyment and the promotion of healthy lifestyles. These responses affirm the school's outstanding levels of care, guidance and support. A very small number of the 75 responses raised specific issues, such as the level of challenge for some pupils and incidents of unsatisfactory behaviour. Inspectors investigated any issues raised, but found no evidence to cause wider concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Flamstead End Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 75 completed questionnaires by the end of the on-site inspection. In total, there are 450 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	52	34	45	1	1	0	0
The school keeps my child safe	32	43	43	57	0	0	0	0
The school informs me about my child's progress	21	28	42	56	7	9	0	0
My child is making enough progress at this school	31	41	34	45	7	9	1	1
The teaching is good at this school	35	47	33	44	4	5	0	0
The school helps me to support my child's learning	24	32	40	53	9	12	0	0
The school helps my child to have a healthy lifestyle	24	32	46	61	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	31	40	53	3	4	0	0
The school meets my child's particular needs	31	41	35	47	5	7	0	0
The school deals effectively with unacceptable behaviour	17	23	48	64	6	8	0	0
The school takes account of my suggestions and concerns	22	29	46	61	2	3	1	1
The school is led and managed effectively	25	33	42	56	4	5	0	0
Overall, I am happy with my child's experience at this school	36	48	36	48	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 October 2009

Dear Pupils

Inspection of Flamstead End Primary and Nursery School, Cheshunt EN7 6AG

Thank you for your friendly welcome on our recent inspection. We were really impressed with your good behaviour, the sensible way that you look after one another and your hard work in lessons.

As well as speaking with lots of you, we also looked at what some of you wrote in the survey questions and what your parents told us about your school. It's very obvious that you have lots of fun at school, that you make good progress and that many of you enjoy the wide range of opportunities that the school provides for you. There are many good things about your school and some that are outstanding. Here are some of the most impressive aspects of your school:

The excellent way that the school cares for you all and supports each of you individually and makes sure that you all feel safe

- your understanding of how to stay fit and healthy and the way that you join in activities such as 'Huff and Puff' and 'Kids Fit'

The very positive contributions that you make to the school and the wider community

The way that the school works closely with your parents and carers, and also with other organisations, to support each of you.

Your lessons are good and so you make good progress in your learning. Sometimes your written work could be better, so we have asked your teachers to improve some of the 'learning outcomes' that they plan for you. Many of you know what you need to do to improve your work, but it would also be really helpful if you looked carefully at what you are told to do when your work is marked. We have asked the school to check carefully that this is done and also to be a little more thorough when they look at how well the school is doing.

Thank you, again, for your helpfulness.

Yours sincerely

Paul Brooker

Her Majesty's Inspector

On behalf of the inspection team

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