

Flanderwell Primary School

Inspection report

Unique Reference Number	106924
Local Authority	Rotherham
Inspection number	336770
Inspection dates	12–13 May 2010
Reporting inspector	Jane Hughes

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	173
Appropriate authority	The governing body
Chair	Mr George Jack
Headteacher	Mrs T Hill
Date of previous school inspection	20 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed nine lessons and observed seven teachers. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 58 parents and carers, as well as others from pupils and staff.

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

- whether pupils learn and attain well enough in English
- the extent to which the school supports the progress of different groups of pupils
- whether pupils have a strong enough awareness of cultural diversity in the United Kingdom
- the effectiveness of procedures to promote pupils' regular attendance
- the extent to which the leadership has maintained key strengths in the Early Years Foundation Stage.

Information about the school

The school is smaller than average. The proportion of pupils known to be eligible for free school meals is smaller than the national average. Fewer pupils than average have special educational needs and/or disabilities. Most pupils are of White British heritage and few speak English as an additional language. The school has the Healthy Schools award. The school runs its own pre-school from 9am to 12 noon, as well as breakfast and after-school provision every weekday during term time. All these provisions operate from the on-site Silver Birch Children's Centre, which is also run by the school.

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

Flanderwell is a good school. Pupils' attainment is broadly average, although stronger in mathematics and science than in English. Pupils learn and progress well due to strong provision that builds well on pupils' early skills. The school enjoys the appreciation and support of almost all parents and carers, who typically comment that they are 'thrilled with the quality of education' and 'would strongly recommend this school to anyone'.

Robust leadership works continually towards improving the school while also consolidating well-established strengths. For example, the outstanding Early Years Foundation Stage provides children with the highest quality start to school life. School self-evaluation is accurate. This is driven largely by senior staff and governors who also take into account the views of parents, carers and pupils. Together, these characteristics indicate a good capacity for sustained improvement. The school collects a considerable body of evidence to show how well pupils are learning but this assessment information is not used effectively enough by staff as they plan future challenges for pupils.

Pupils of all ages behave impeccably. This ensures that they make the most of each day at Flanderwell. Pupils confirm that they feel exceptionally safe in school because all the adults take good care of them and set firm boundaries. Pupils' strong spiritual, moral, social and cultural development underpins the school's positive ethos, although pupils do not have sufficient contact with communities beyond the locality, where they would encounter a different cultural or ethnic mix.

Senior leaders and governors take good care of pupils and meet their needs well so that they learn effectively. The school pays close attention to the attendance patterns of the pupils most at risk of low attendance but does not challenge other pupils and their families to give the highest priority to regular attendance. As a result, some parents and carers do not send their children to school often enough.

What does the school need to do to improve further?

- Raise attainment in English by ensuring that monitoring systems result in searching analysis by staff and so support their focused planning of the next learning steps for pupils.
- Raise pupils' attendance by promoting higher attendance among all groups of pupils through the introduction of more innovative and imaginative procedures.
- Develop pupils' awareness of diversity in the United Kingdom by exploring different ways of engaging with a range of ethnically diverse communities.

Outcomes for individuals and groups of pupils

2

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

Pupils are eager to learn in lessons. They settle quickly to their work, volunteer answers and work well in pairs and small groups. Pupils achieve and enjoy well and attain broadly average standards by the end of Year 6 from below-average starting points when they join the school. Pupils' current work and the school's data show outcomes are improving this year, although pupils' attainment in English is not as strong as in other subjects. Pupils with special educational needs and/or disabilities do as well as their peers because the school ensures that their individual needs are identified rapidly and the correct support systems employed.

Parents and carers confirm typically that, 'My child cannot wait to come to school'. Relationships are very strong and support pupils' first-class behaviour. Pupils confirm that Flanderwell is a very friendly place with little bullying. They know that any unacceptable behaviour is speedily addressed by staff. Pupils' understanding of how to stay safe is highly developed. They take their lead from adults and follow crystal-clear instructions very carefully. For example, they know 'never to open the external doors, even if an adult asks to come in'. Pupils know that fruit and vegetables are good for them and are currently preparing an allotment and other outdoor areas in order to grow more food on the school site. They demonstrate an increasing interest in sustainability. As a result of recent project work on Rotherham, pupils have a clear view of their own local cultural heritage. Their awareness of diversity within communities further afield across the United Kingdom is less well developed, although global links ensure they are aware of different lifestyles around the world. Attendance levels are average and the majority of pupils arrive on time. Even so, a few parents and carers do not ensure that their children come to school as regularly as they should.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

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

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 extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers motivate pupils to learn as they introduce pupils' personal interests into lessons. They also make regular use of information and communication technology to engage pupils more in their learning. Teachers have secure subject knowledge. They explain clearly what pupils will be learning and how they will be working. They use questioning very effectively to draw out pupils' knowledge. In the best lessons, pupils enjoy the fast pace and high levels of challenge. Teachers leave them well prepared for their next lessons. Where teaching is more ordinary, the match of work to pupils' abilities is less secure, usually because assessment data is not interrogated effectively enough. Marking informs pupils clearly of what they need to do to improve. Staff work assiduously to collect the full range of assessment data. However, they do not always use this information effectively enough to pinpoint next challenges for individual pupils. The good curriculum provides secure links between different subjects. This enables pupils to understand the connection between the various elements of their learning. For instance, pupils in Year 5 were able to rehearse dramatic scenes about the story of Moses and record these on cameras for later review and as a source for original, written reporting. A popular range of school clubs and activities extends pupils' learning through arts and physical activities.

Strong pastoral care ensures that every pupil is well-known to staff. Pupils are very clear about adults' expectations of how they will behave. As a result, behaviour is outstanding throughout the school. This helps to maintain the happy and purposeful atmosphere and adds greatly to the school's reputation within the local community. Regular mentoring is available to pupils needing additional help and this helps them to settle better to their learning. Staff work hard to motivate parents and carers of less regular attendees to send their children to school every day. However, many easier-to-reach parents and carers are not targeted as assiduously. Good links with external agencies add to pupils' success and well-being.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The headteacher and senior leaders embed ambition and drive the school forward with a keen desire to improve outcomes for all pupils and to maintain areas of strength. The school's current assessments show that it is well-placed to ensure improvement, particularly in pupils' attainment in Key Stages 1 and 2. Relative weaknesses in teaching have been identified and effectively addressed through mentoring and additional professional training. Senior leaders have been mindful of the key priority to maintain excellence in the Early Years Foundation Stage and so ensure that children move into Year 1 with the best possible building blocks for their future learning. Excellent, ongoing liaison with the children's centre staff enables this work to continue apace. Governors are knowledgeable and fully supportive of the school. They have a clear overview of the improvement agenda and are quick to challenge when they have concerns.

Strong relationships with parents and carers underpin the good levels of engagement they have in their children's learning. A key feature of this engagement is the newly established children's centre. This now attracts far more parents and carers who previously were unable to access pre-school provision for their children. Parents and carers are highly appreciative of what the school offers. Partnerships with other schools and outside agencies support pupils' achievements well. The school promotes equality of opportunity and tackles discrimination well so that all pupils are able to improve both academically and socially. This is an inclusive community and pupils' varying needs are well met. Good safeguarding procedures ensure pupils' safety and well-being.

Documentation and systems are well-known to all staff and are followed precisely. The curriculum routinely includes safety and safeguarding issues so that pupils are extremely knowledgeable about how to stay safe. The school promotes community cohesion satisfactorily overall. Initiatives to improve pupils' understanding of their local community in Rotherham are proving successful. However, the school does not yet have any established links with communities and schools in areas of the United Kingdom which differ in terms of ethnicity and culture. The school deploys its resources effectively to achieve good outcomes for pupils and good value for money.

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	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2

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 effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children flourish as a result of outstanding provision in the Early Years Foundation Stage. Key strengths include:

- first-class leadership and management that continually strives to improve current provision and practice
- excellent partnership work with the early years' provision in the children's centre
- high-quality learning environments that enable children to make the most of every minute they spend here
- knowledgeable staff who have a comprehensive understanding of the learning, development and welfare requirements
- relentless questioning of children to develop their language and thinking skills
- exemplary behaviour

At the start of Foundation 1, the level of children's skills varies but overall it is below the expected starting points. By the end of Foundation 2, the large majority of children now in Years 2 to 6 did not reach average standards. For the first time, in 2009, the large majority of children reached average standards in all areas of learning. An increasing number now exceeds these. This is because of the very high-quality provision they experience throughout the Early Years Foundation Stage. Adults provide a well-chosen balance of activities that seamlessly mesh with children's individual interests. As a result, children engage in activities for extended periods. During the inspection, children in Foundation 1 concentrated furiously as they worked alongside each other to build a train track complete with curves and bridges. Older children in Foundation 2 showed great maturity as they supported each other during learning activities. For example, in a phonics session one child, confused by a thought bubble in a picture, decided it was a cloud. Another child in the group explained that it was like a speech bubble except that 'a speech bubble has a sort of tick coming out of someone's mouth!' Children are particularly adept at using new technologies that help to develop their knowledge and understanding of the world.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Approximately one third of parents and carers responded to the inspection questionnaire. Almost all are highly supportive of the school. This reflects feedback from the school's own surveys. A very few parents and carers raised individual concerns but their views were not reflected in the inspectors' evidence. The inspection team agrees with parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Flanderwell Primary 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	71	17	29	0	0	0	0
The school keeps my child safe	47	81	8	14	3	5	0	0
The school informs me about my child's progress	46	79	12	21	0	0	0	0
My child is making enough progress at this school	43	74	14	24	1	2	0	0
The teaching is good at this school	43	74	12	21	2	3	0	0
The school helps me to support my child's learning	45	78	12	21	0	0	0	0
The school helps my child to have a healthy lifestyle	41	71	15	26	1	2	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)	37	64	13	22	1	2	0	0
The school meets my child's particular needs	39	67	17	29	1	2	0	0
The school deals effectively with unacceptable behaviour	37	64	19	33	0	0	1	2
The school takes account of my suggestions and concerns	37	64	16	28	3	5	0	0
The school is led and managed effectively	47	81	7	12	2	3	0	0
Overall, I am happy with my child's experience at this school	45	78	11	19	1	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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:	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. ■ 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.



14 May 2010

Dear Pupils

Inspection of Flanderwell Primary School, Rotherham, S66 2JF

Thank you for your warm welcome during the recent inspection of your school. It was a pleasure to meet you and see you at work and play. You told the inspectors that you enjoy school and we could see why. I am writing to tell you what we found out about your school.

Flanderwell is a good school. You all learn well and make good progress because your teachers make lessons interesting and so you listen carefully and try hard. You get on very well together and behave exceptionally well – well done! You also know a huge amount about how to stay safe which is very important. Your headteacher, staff and governors work well together to improve your school. They also take good care of you. The outstanding Early Years Foundation Stage makes sure that children in Foundation 1 and 2 do exceptionally well.

I have asked your headteacher and other staff to do three things to improve the school. Firstly, to help you reach higher standards in English. Secondly, to help more of you who do not yet have 100% attendance to come to school more regularly. Thirdly, that you learn more about the lives of the many different groups of people who live in the United Kingdom. You can help by continuing to work hard and by coming to school as often as possible.

I send our very best wishes for the future.

Yours sincerely

Jane Hughes

Lead Inspector

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