

# Fleetwood Flakefleet Primary School

Northfleet Avenue, Fleetwood, Lancashire, FY7 7ND

**Inspection dates** 21–22 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher gives strong leadership, with a relentless focus on 'nothing but the best'.
- Staff clearly share this vision for excellence, so that the quality of teaching is consistently good and some is outstanding.
- Standards are rising. All groups of pupils make good progress from very low starting points to reach average attainment in mathematics, reading and writing by the end of Year 6.
- Pupils eligible for the pupil premium, disabled pupils and those with special educational needs make equally good progress.
- Information and communication technology (ICT) is woven seamlessly through the curriculum, and makes a strong contribution to pupils' learning.
- Pupils really enjoy school, and benefit greatly from its exceptional facilities, which support a rich and varied curriculum.
- School leaders, including governors, pursue excellence in every part of the school's work, with good impact on pupils' achievements. They make sure that all the statutory requirements for keeping children safe are met.
- Pupils behave well. They take care of one another, look after their school, and feel safe.
- Parents are proud to send their children to the school; one said 'I can't fault Flakefleet'.

### It is not yet an outstanding school because

- Achievement in handwriting, spelling and punctuation is not as strong as in other subjects.
- Not enough pupils attend school regularly and on time.

## Information about this inspection

- The inspectors observed 21 lessons or part-lessons. One observation was carried out jointly with the headteacher. The lead inspector observed the headteacher giving feedback on the quality of teaching and pupils' achievement. Meetings were conducted with governors, the staff team and groups of pupils. A meeting was also held with a representative of the local authority.
- In order to evaluate the views of parents, inspectors analysed 47 responses posted on the on-line questionnaire (Parent View). They also took into account the 42 questionnaires that were completed by staff.
- Information from the scrutiny of a range of school documentation added to inspection evidence. This included the details relating to safeguarding, the improvement plan, the school's procedures for gaining an accurate view of its performance and records of pupils' standards and progress. Inspectors listened to two groups of pupils reading.

## Inspection team

Jean O'Neill, Lead inspector

Additional Inspector

Kathleen McArthur

Additional Inspector

Doreen Davenport

Additional Inspector

## Full report

### Information about this school

- Flakefleet is larger than the average-sized primary school. The school building has recently been completely refurbished, and includes the local public library on site.
- Nearly all pupils are of White British heritage. There is a very small proportion of pupils from a range of other ethnic backgrounds. There are very few pupils who speak English as an additional language. A high proportion of pupils enters and leaves the school during each academic year.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium funding is well above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.
- The school holds the Learning Excellence Award, the Green School Award, is an e-learning foundation affiliated school and has I-Can status.
- The school has strong links with local high schools and supports local primary schools in developing their provision for information and communication technology (ICT).

### What does the school need to do to improve further?

- Further raise achievement by:
  - ensuring that pupils' skills in handwriting, spelling and punctuation are good across all subjects
  - working with families to ensure that all pupils attend school regularly and on time.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills that are well below those typical for their age. They make good progress in all areas of learning, for example using hand-held electronic equipment with skill and confidence to draw or to tackle mathematical challenges.
- Pupils make good progress in Key Stage 1 and, by the end of Year 2, typically achieve average standards in reading, writing and mathematics. For example, pupils enjoyed investigating a mystery egg that magically appeared in the school grounds, and confidently assessed their own work, using criteria which had been created by the whole group. This extended their thinking, reading and writing skills.
- The proportion of pupils who met the required standard in the Year 1 check on their phonics skills, (their knowledge of letters and sounds), was above average in 2012 and again in 2013. Outcomes for the current Year 1 pupils are expected to be similar, reflecting continued good progress.
- Year 2 pupils are becoming fluent readers, who enjoy a wide range of books in school, in many different formats, including via electronic devices. Reading is also popular with Year 6 pupils, who talk about many favourite authors, and who also enjoy supporting younger pupils with their reading. They use 'sounding out' when needed, to help them read unknown words.
- Progress in all subjects in Key Stage 2 has improved, so that all pupils make good progress from their starting points, particularly in writing and mathematics. Only half of the current Year 6 pupils have completed four full years at Flakefleet and a small group of pupils also has very poor attendance rates. Despite this, an increasing proportion of pupils makes more than the expected progress by age 11.
- Attainment by the end of Year 6 is broadly average in reading, writing and mathematics, with an increasing proportion of pupils achieving the higher levels. However, attainment in the grammar, punctuation and spelling test was very low in 2013, and standards in this aspect are not improving as quickly as for other subjects.
- Pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, make good progress, so that their attainment is now close to that of other pupils in the school, and to all pupils nationally. This improvement is the result of concerted and successful actions by the school to provide precisely targeted additional support, resulting in good progress at both Key Stages 1 and 2 for these pupils.
- Disabled pupils and those with special educational needs make good progress, especially in writing, with some attaining levels close to or above those of similar pupils nationally. This is because of the effective teaching and good support they receive from skilled teaching assistants, making excellent use of technology to accelerate learning.
- The most-able pupils make similar progress to their peers. They respond well to additional challenges as when Year 6 pupils thoughtfully role-played Shakespearean characters to show their different features.
- The high number of pupils whose circumstances may make them highly vulnerable are extremely well supported to make progress at least in line with that of all other pupils. This reflects the school's good promotion of equality of opportunity.

### The quality of teaching is good

- Teaching is good, with some that is outstanding. Pupils enjoy their learning, and achieve well, because tasks are imaginative and capture their interest. For example, in an activity in Year 4, pupils had to find adverbs to describe the actions of popular television personalities and singers. The resulting work was of a high standard and well presented.
- Comments from parents and the responses to the on-line questionnaire (Parent View) indicate that parents really value the skilled teaching which their children receive.

- Checks are made on how well pupils have understood what they are learning and teachers use this information to change their explanations, or adapt the tasks pupils are doing, so that all groups make good progress. Work is suitably adapted to pupils' different levels of understanding. Pupils who need extra help receive skilled and sensitive support from teaching assistants, enabling them to achieve well.
- Teachers regularly encourage pupils to achieve their very best. For example, in Year 1, pupils used hand-held electronic equipment to gather information on animal parents and their young, and reported back confidently and accurately to the whole class.
- However, the teaching of pupils of all ages does not always require them to produce their best handwriting, and their spelling and punctuation are sometimes inaccurate.
- The school is developing an on-line approach to marking pupils' work, and pupils readily explain how this works. They have the chance to respond to teachers' comments and thus reinforce what they have learnt. From the earliest years, pupils check their own and others' work, as when Reception children were helping to highlight the best parts of a child's writing, displayed electronically.
- The school's highly innovative use of ICT motivates and engages pupils, building their confidence so that they write imaginatively and at length. Standards in mathematics and reading have also risen because practical tasks using relevant new technology enable pupils to make better sense of their learning. As a result, pupils of all ages are very well prepared for their next stage of learning.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils are keen and enthusiastic in lessons and most show great pride in their work. Pupils cooperate really well with each other as, for example, in a Year 1 lesson where they were giving each other instructions to move a programmable toy.
- Pupils show care and concern for others, and demonstrate real insight into the feelings of others. They say that some pupils can be 'grouchy' in the mornings, because they are not always ready for school work, but that everyone feels better in the afternoon!
- Behaviour is not yet outstanding because some pupils repeatedly arrive late for school, and a small number of pupils do not attend school regularly enough. Due to the diligent work of the learning mentor and other staff, attendance is now broadly average.
- The school's work to keep pupils safe and secure is good. They play safely in the extensive and varied outside areas. Pupils have a good awareness of different forms of bullying, and say that although there is occasional name-calling it is 'in the heat of the moment'. Racism is very rare, and is dealt with swiftly and firmly. Pupils understand very well how to keep themselves safe on the Internet, for example, and of the dangers of social networking sites.
- Pupils enjoy a huge range of after-school and lunchtime clubs, which include sport, music, art and drama activities for all abilities and interests. These make excellent use of the school's special facilities, such as the drama studio, and the environmental garden.

### **The leadership and management** are good

- The headteacher's relentless drive for excellence is palpable throughout the school. As a result, all pupils now achieve well. Leaders at all levels have a very accurate view of the school's performance and share this information comprehensively with staff, so that teaching is well shaped to meet the needs of all pupils. Development plans are very well thought out and provide a clear view of the school's next steps.
- Leaders at all levels make regular observations of lessons and check on the quality of learning in pupils' workbooks. New electronic systems enable strengths and areas for improvement to be quickly identified and followed up, with clear impact on the quality of teaching.
- Expectations for all are high and linked clearly to the nationally expected standards for teachers

and to salary progression. Teachers' performance management targets are based upon the school's key priorities and on leaders' findings from their checks on teaching. Teachers are regularly held to account by the school's leaders for the progress that the pupils make in their classes. This makes a significant contribution to the good progress that pupils make over time.

- Staff support one another very effectively by sharing best practice within the school. They also attend training courses that are well matched to their needs. The school regularly provides support to other schools in the innovative use of technology to support teaching and learning, and supports other local Early Years Foundation Stage settings.
- The curriculum is greatly enriched by the innovative use of technology, and a wide variety of sporting and cultural opportunities. Published authors and theatre groups visit the school, many 'extra' activities plus mathematics challenges at Lancaster University, all extend pupils' experience of the world and entice them into learning.
- The school ensures that finances are used well to ensure all pupils, including those supported by pupil premium funding, regularly go on educational trips and visits that provide experiences to meet their needs and interests.
- The primary school sport funding is being used effectively, through a local school sports partnership, to deliver physical education lessons and to provide extra sports to increase rates of participation. Pupils and staff benefit from the extra professional development offered by the specialist coach, extending the skills of class teachers and leading to sustainable improvements in the teaching of physical education and promotion of sports.
- Leaders ensure that arrangements for safeguarding pupils meet requirements.
- Parents support the school strongly; they say their children 'want to make the teacher proud' and that 'sending my child here was the best decision I ever made'.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. Pupils join in a weekly 'Breaking Bread' project, serving food and chatting with local elderly people. They independently run a school shop and also celebrate Fair Trade Fortnight. All this work is closely woven into the daily life of the school. The school is linked with a partner school in Sri Lanka, with electronic links between staff and pupils, and a teacher exchange planned for later this year.
- The school makes good use of the advice of the local authority, which provides light touch support, plus additional specific services at the request of this good school.
- **The governance of the school:**
  - The highly effective governing body holds senior leaders to account for their actions, for example, by ensuring that appropriate financial plans are made to maintain and develop the extensive ICT provision. Governors find out for themselves how well the school is performing, by visiting it regularly, rigorously analysing national comparative data, and asking searching questions in meetings.
  - Governors work with senior leaders to make sure that any decisions about pay awards are guided by the information they have about the quality of teaching and its impact on the performance of pupils. Any weaker teaching is dealt with swiftly.
  - Governors are proactive in addressing issues facing the school – for example by planning to use some pupil premium funding to provide summer reading activities, linked to the on-site public library, to engage pupils and address the "fallback" in standards which they have noted over the holiday weeks.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	130336
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	443860

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Crouch
<b>Headteacher</b>	Mike Barnes
<b>Date of previous school inspection</b>	11 July 2011
<b>Telephone number</b>	01253 872884
<b>Fax number</b>	Not applicable
<b>Email address</b>	admin@flakefleet.lancs.sch.uk

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