

# Flanderwell Primary School

Greenfield Court, Flanderwell, Rotherham, South Yorkshire S66 2JF

## Inspection dates

23–24 January 2018

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an outstanding school

- Outstanding leadership has established a culture of very high expectations across the school. There is an unwavering commitment to continuous improvement.
- Senior leaders check the quality of teaching and pupils' progress meticulously. They use professional development astutely to make sure pupils experience the very best teaching.
- Governors have an excellent understanding of the school. They are highly ambitious for the pupils and make sure that leaders are held to account thoroughly.
- Parents and carers are thrilled by the work of the school. Teachers and leaders are held in the highest regard by parents.
- Teachers' skilful questioning ensures that pupils think deeply about what they are learning and engage fully in lessons.
- Pupils' skills and abilities are assessed accurately. Work set challenges pupils exceptionally well and leads to outstanding progress for all groups.
- Teaching assistants provide excellent support to pupils of all abilities.
- Leaders' excellent use of additional funding for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities results in swift progress for these pupils.
- Children make exceptional progress in the early years because of high-quality teaching and support from adults. Leaders have made sure that staff work together closely to support children's learning.
- Leaders have ensured that the curriculum offers exciting opportunities across many subjects. There are wide-ranging extra activities. The curriculum makes an excellent contribution to pupils' spiritual, moral, social and cultural development.
- Pupils say they are safe and enjoy school. They make a significant contribution to their own outstanding progress. They are keen to learn and their behaviour is exemplary.
- Middle leaders' plans for improvement in English and mathematics are well developed, but are not as sharply honed in other subjects.
- Leaders agree that there should be more opportunities for pupils to apply their mathematical skills in a wide range of subjects.

## **Full report**

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

- Ensure that improvement plans for subjects other than English and mathematics clearly show the intended effect that actions are to have on improving the quality of teaching and pupils' progress.
- Provide greater opportunities for pupils in key stages 1 and 2 to apply their mathematical skills in a wide range of subjects.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Senior leaders are exceptionally skilled in continuous school improvement. They are never satisfied with the existing state of affairs and are always looking to improve the school. Their unwavering commitment to providing the best possible education for pupils has resulted in outstanding provision within the school.
- Leaders and governors have high expectations. Their passion for all pupils to do well is shared by all staff. As a result, staff and pupils are clear about the high standards expected of them. This shared ambition makes an excellent contribution to pupils' learning.
- Senior leaders' razor-sharp evaluation of the school has led to their accurate view of the strengths and areas to be improved. Staff are unanimous in saying they understand what the school is trying to achieve. Their support for leaders' actions is overwhelmingly positive and morale is exceptionally high.
- Procedures for checking the quality of teaching and pupils' progress are extremely detailed and refined. The leader of teaching and learning is highly skilled in identifying and sharing best practice in teaching. Bespoke professional development and coaching is used highly effectively to develop teaching. A relentless focus on improving the quality of teaching has made sure pupils' achievement is outstanding in all key stages.
- Subject leaders are making a strong contribution to improvements in the school. They receive excellent support from senior leaders and from an outstanding school in the local area. The actions they are taking to improve the school further are working well, especially in literacy and mathematics. Plans for improvement in some other subjects are not focused well enough on how actions taken will improve the quality of teaching and pupils' progress. Therefore, some leaders do not have a comprehensive understanding of the actions that are having the least effect. This limits their ability to modify them accordingly.
- Leaders use up-to-date educational research to introduce new strategies. This is supported well by staff. For example, recent changes to accelerate pupils' reading progress even further have been adopted by all staff and are working exceptionally well. Teachers are encouraged to reflect on their performance and to use best practice to make the quality of teaching even better than it is currently.
- Teaching assistants benefit from a performance review system that enables them to receive high-quality training to increase their skills. The school provides excellent opportunities for professional development and some are training to be teachers.
- Sophisticated systems are in place to track pupils' achievement. They are used expertly by leaders and staff to identify pupils who are falling behind. Teachers and leaders identify bespoke actions and support for these pupils in a learning plan. Inspectors noted how well these plans are used by staff to make sure pupils catch up quickly.
- The use of extra funding for disadvantaged pupils and for pupils who have SEN and/or disabilities is exemplary. Optimum learning plans are in place for each pupil and additional support ensures that these pupils make excellent progress.

- The wide range of subjects and extra-curricular activities offered by the school make an excellent contribution to pupils' personal and social skills, as well as their academic achievement. Visits to local places of interest, residential experiences, remembrance celebrations and work with professional theatre companies contribute very well to pupils' personal development.
- Spiritual, moral and social education is underpinned throughout the curriculum. Pupils' work in religious education gives them an excellent understanding of spirituality and other cultures. The school's values make an exceptional contribution to pupils' care for each other and their ability to get along together.
- All parents spoken to by inspectors and those who responded to the inspection questionnaire would recommend the school to others. Parents spoke highly of leadership, the accessibility of teachers and the learning mentor who is on the playground every day to speak with them.
- The work of the trust has had a huge effect on the rapid development of the school. Trustees have enabled leaders to draw on excellent support from another school.

### **Governance of the school**

- Governors are highly effective. They have a wide range of skills, including educational expertise and expertise in business and finance. Governors have an impressive understanding of the school's work and first-hand knowledge of the quality of teaching and pupils' work. They link pupils' performance closely to the quality of teaching and to teachers' pay. They are clear that 'only the best is good enough for pupils'. Governors have a very clear understanding of, and commitment to, the personal development of all pupils and check that they are well prepared for life in modern Britain.
- Governors have an in-depth knowledge of how all groups of pupils are achieving. They know that the extra funding for disadvantaged pupils and those who have SEN and/or disabilities is used exceptionally well to ensure rapid progress by these pupils and is diminishing differences between their attainment and that of others. Governors have checked that the extra funding for physical education and sport is enhancing pupils' engagement in activities.
- Governors make a strong contribution to determining the school's priorities. They undertake checks, through the trust's network of schools and parents' views, to validate the information leaders present to them. Governors support and challenge leaders to make sure they have a comprehensive view of the effectiveness of the school.

### **Safeguarding**

- The arrangements for safeguarding pupils are effective. High-quality systems ensure that pupils, including the most vulnerable, are safe and protected from harm. There is a clear ethos across the school that sets the safety of pupils as a high priority. Safeguarding records are of high quality and clearly indicate the school's commitment to keep all pupils safe. Parents are unanimous in saying their children are well cared for and safe at school.

- Child protection training for staff and governors means they are knowledgeable and up to date in terms of the most recent guidance and legislation. Staff are vigilant and know what to do should they have any concerns about pupils' welfare. The school works appropriately with external agencies, engages parents well and is tenacious in making sure safeguarding matters are followed up. Governors make sure that all adults on the school site are checked to confirm they are fit to work with pupils. The school's central register of these checks is well kept. Governors receive regular reports about safeguarding to make sure that pupils' needs are being met.

### **Quality of teaching, learning and assessment**

### **Outstanding**

- Leaders have made sure that teaching is sharply focused on achieving high-quality learning. Pupils know exactly what is expected of them and are keen to meet the very high expectations of their teachers. As a result, pupils are making outstanding progress across the school.
- Excellent questioning skills and teachers' high expectations lead to pupils providing extended answers, which include precise use of impressive vocabulary. Teachers' subject knowledge is excellent and deepens pupils' understanding of what is being learned. For example, during the inspection, pupils in Year 4 developed their historical skills exceptionally well when answering questions about Egyptian artefacts.
- Teachers' assessment of pupils' work and their capabilities is accurate. Work is very closely matched to pupils' needs and abilities and builds rapidly on what pupils already know and are able to do. This leads to swift rates of progress.
- Teachers' explanations of the tasks set for pupils are exceptionally clear. Pupils set to work with urgency. Teachers identify misconceptions quickly and prompt pupils to overcome them. Teachers provide additional challenge for pupils so that all pupils make rapid progress in their learning.
- Teachers plan interesting tasks for pupils. This leads to pupils having a real thirst for learning and a desire to produce high-quality work.
- An analysis of pupils' work showed that reading and the promotion of literature, including poetry and Shakespearean plays, are strengths of the school. Comprehension skills are developed especially well for pupils, including the most able pupils. Teachers are highly skilled in linking pupils' reading to high-quality written work. Interesting texts and activities are used across a wide range of subjects. Pupils write at length and show their deep understanding of what they are learning.
- An analysis of pupils' work in mathematics showed their exceptional progress across the school and very high standards of attainment. There are many opportunities for pupils to develop mathematical problem-solving skills and reasoning skills within their mathematics lessons. However, there are fewer opportunities for pupils to apply their mathematical skills across a wide range of subjects to maximise the progress they can make.
- Homework makes a very positive contribution to pupils' learning. It is regular, valued by pupils and purposeful. Parents say pupils take pride in completing tasks well and this was confirmed by inspectors when they reviewed a sample of pupils' homework.

- Teaching assistants are deployed highly effectively and make an excellent contribution to pupils' learning. They question pupils skilfully and support pupils well. Their excellent knowledge means they offer appropriate support to the full range of ability groups.
- Relationships are extremely positive between pupils and adults across the school. Pupils are appreciative of adults' advice and act upon it immediately to improve their work.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are exceptionally proud of their school and make an excellent contribution to the school's work. They are extremely smart in their uniform and wear it with pride.
- Pupils are keen and eager to learn. Consequently, all lessons flow without interruption. Pupils' attitudes to learning are excellent. Concentration in lessons is amazing, with pupils working productively and quietly discussing their work with partners. The school's core values are exemplified in pupils' desire to do their best.
- Pupils have implicit trust in adults and great trust in each other. They say their 'school is special' because of this aspect of trust. Pupils say bullying is very rare and school records confirm this. They have complete confidence in the staff to resolve any of their worries or concerns. Pupils say that other pupils are kind and helpful. They feel safe and enjoy school.
- Pupils have a clear understanding of what it takes to be a good citizen. Many are keen to take on roles of responsibility such as pupil leaders, sports leaders and playground buddies. This year, the electoral team from the local council helped pupils to organise the vote. A local councillor announced the outcomes. This is one excellent example of pupils experiencing the democratic process. The pupil leadership team holds surgeries to canvass pupils' views.
- Pupils have supported the local community very well indeed and play a significant role in promoting safety in their school and the local area. They have checked traffic speed with the local police officer to improve road safety and redesigned the local playground. The council have adopted pupils' plans and upgraded the playground.
- Pupils show great respect for each other. They say 'treat everyone equally' and collect for charities to support those less well off than themselves. Pupils' understanding of the school's values makes an excellent contribution to their spiritual, moral, social and cultural development. They develop their own class rules based on the school's values and abide by them.
- All pupils spoken with said they are safe in school and enjoy school. Visits from the fire service, the police service, the school nurse and other organisations give pupils a very good understanding of how to keep healthy and stay safe, including safe use of the internet.

- School leaders have highly effective systems in place to support pupils' welfare and emotional well-being. Parents are impressed by the work of the school and praised staff for being accessible and supporting them very well.
- All parents and staff who made their views known believe that pupils are safe and well cared for in school.

## **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils' impeccable behaviour creates a calm and orderly school that functions exceptionally well. Pupils know what is expected of them and take great responsibility for managing their own behaviour rather than relying on adults to manage it for them.
- Pupils move around the school sensibly, showing deep respect for each other and adults. Conduct at lunchtime and breaktime is of a very high standard. Pupils socialise well together and organise games and activities to keep themselves fit and healthy.
- Conduct in lessons is excellent. Pupils are fully involved in their learning and enjoy it immensely. Their outstanding behaviour makes an excellent contribution to learning.
- Attendance has improved and is above average. Few pupils are regularly absent from school. The school makes sure families are contacted immediately to make sure pupils' whereabouts are known and that they are safe.
- Pupils are meticulous in looking after the school environment. The school is free from litter and impressive displays of pupils' work are appreciated by pupils. They are especially proud of the 'hooked by a book' display that encourages reading.
- Parents play their part very well by making sure their children are punctual.

## **Outcomes for pupils**

## **Outstanding**

- Inspirational leadership and exceptional teaching have led to pupils' progress being outstanding in each key stage.
- Children in the early years make excellent progress so that a much higher than average proportion gain skills that are typical for their age by the end of the Reception Year.
- Pupils achieve extremely well in key stage 1. Standards in reading and writing are much higher than the national average and in the top 10% of all schools in mathematics.
- For the past two years, those pupils leaving Year 6 made excellent progress in reading, writing and mathematics. In 2017, pupils' progress in each of reading, writing and mathematics was in the top 5% of schools. From well-below-average attainment at the start of key stage 2, nine out of 10 pupils attained the expected standard in reading, writing and mathematics combined in 2017. This is exceptionally high.
- An analysis of current pupils' work shows high expectations are the norm in school and presentation skills are very high across a wide range of subjects. Pupils are making rapid progress and attainment continues to improve, with many pupils reaching a greater depth of understanding and high standards in their subjects, including in

reading, writing and mathematics. There are examples of excellent work in many subjects, especially art, history and religious education.

- Disadvantaged pupils make exceptional progress across the school because leaders, teachers and their assistants identify pupils' needs accurately. Barriers to learning are overcome very skilfully. Consequently, differences in attainment between these pupils and others nationally are diminishing quickly. Currently, more disadvantaged pupils are working at the highest standards than in the past. This is an indication of the school's effectiveness in ensuring equality of opportunity for these pupils.
- Pupils who have SEN and/or disabilities make impressive progress. Teachers and teaching assistants are highly skilled in meeting the needs of these pupils. Parents are highly positive about the school's work in this regard.
- In 2017, all of the most able pupils attained the higher standards in mathematics and writing, which reflects progress that is better than that of similar pupils nationally. Not enough attained the higher standard in reading because their comprehension skills were not strong enough. Leaders have recognised this and acted swiftly. Currently, comprehension skills across the school are very well developed and a higher proportion of pupils are reaching the higher standard in reading.
- Reading is fostered exceptionally well by the school. The proportion of pupils, including disadvantaged pupils, attaining the expected standard in the Year 1 phonics screening check is well above average. Parents are making a very positive contribution, listening to and encouraging their children to read at home. Children love the books they are reading and are keen to gain rewards for reading widely, including a governors' award.
- Children are hooked on books. A book club is in place for all Year 5 and 6 pupils. Led by the teacher, pupils share their thoughts about their reading, deepen their comprehension skills and debate the work of the author. The school's work in developing pupils' understanding of what they are reading is highly effective.

### **Early years provision**

### **Outstanding**

- On entry to the early years, children's skills are often below those typically seen for their age. They make rapid progress because of excellent teaching and leadership. By the time they leave the Reception Year, the proportion of children attaining a good level of development is significantly higher than the national average, with many children exceeding the expected standards for their age. Children are exceptionally well prepared for their next stage of education.
- Excellent leadership has made sure that the needs of all children are accurately assessed. Should any children not be making rapid progress, the early years leader makes sure additional support is provided to improve their learning swiftly. There is strong teamwork and sharing of knowledge between adults. This enables them to provide exciting and interesting opportunities which meet the needs of children.
- On entry to the provision, children's skills in communication and language are least well developed. Adults use high-quality questioning skills to enhance children's vocabulary. Children are keen to answer and are given sufficient time to respond to improve their communication skills quickly.

- Children are happy and settled in early years. The calm, purposeful environment and the interesting work covering all the areas of learning help to develop children's exceptionally positive attitudes to learning. Children select purposeful activities for themselves and are guided and supported well by adults. They are confident learners who work together extremely well. Children's sustained concentration and eagerness to learn enable them to be successful with the challenging tasks they are asked to complete.
- The curriculum is rich and interests pupils. Visits and visitors contribute well. For example, children enjoy visits from the police, fire brigade and health professionals. This contributes to their understanding of how to keep safe, as well as learning about people who help us. When studying the properties of a circle, children linked this to a recent visit to a local castle where they had seen some round windows. This broadened their understanding of mathematics in real life.
- Phonics teaching is highly effective and children gain a good understanding of how to link letters and sounds to enable them to read. There are many opportunities to engage children in writing and to develop their mathematical skills both indoors and outdoors.
- Parents are encouraged to be equal partners in their children's learning. They have taken opportunities to learn from the school about how they can support their children's learning at home. Children's work from home is displayed prominently in the provision. Parents enthuse about the early years provision and their children's learning.
- The leadership has a clear understanding of the strengths in early years and what needs to be adjusted to improve the provision further. Plans are in place to further develop the quality of outdoor provision after the building of a new covered area.
- All welfare and safeguarding requirements are met in the provision.

## School details

Unique reference number	141589
Local authority	Rotherham
Inspection number	10042132

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	Board of trustees
Chair	Nevine Towers
Headteacher	Alison Adair
Telephone number	01709 546771
Website	<a href="http://flanderwell.co.uk">flanderwell.co.uk</a>
Email address	<a href="mailto:flanderwell@rotherham.school">flanderwell@rotherham.school</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is above average. Three out of 10 pupils are disadvantaged.
- Almost all pupils are White British. Very few pupils speak English as an additional language.
- The proportion of pupils who have support for their SEN and/or disabilities is average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is average.
- Children attend part-time in Nursery and full-time in Reception.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.

- The school is a member of the Diocese of Sheffield Academies Trust. It converted to become an academy on 1 February 2015. When its predecessor school, Flanderwell Primary School, was last inspected by Ofsted in May 2013 it was judged to require improvement.
- The trust delegates its responsibilities for a small group of schools, including Flanderwell Primary School, to a chief executive officer. The chief executive officer works closely with the chair of the governing body for the small group of schools.
- The headteacher is an executive headteacher of three primary schools in the trust, including Flanderwell Primary School. She is a national leader of education and leads Wickersley St Alban's Primary School, an outstanding school. Wickersley St Alban's Primary School has supported Flanderwell Primary School's staff, including middle leaders.
- The school holds a schools games award at gold standard.

## Information about this inspection

- Inspectors observed a range of teaching and learning throughout the school. Several lessons were jointly observed with the headteacher.
- During the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about their learning and safety. Inspectors also spoke with parents.
- Inspectors reviewed pupils' work in lessons and reviewed samples of work in pupils' books.
- Inspectors listened to pupils reading.
- An inspector held a meeting with the chair and the vice-chair of the governing body. A meeting was held with the chief executive officer of the trust and the chair of the trust board.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the records of the school's review of its own performance, school development and improvement plans, a number of school policies and the minutes of meetings of the governing body. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 43 responses to Ofsted's online questionnaire for parents (Parent View). They also considered 28 responses to the Ofsted staff questionnaire and 160 responses to Ofsted's pupil questionnaire.

## Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Gillian Wiles	Ofsted Inspector
Lynda Florence	Ofsted Inspector

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