

Old Fletton Primary School

Inspection report

Unique Reference Number	110683
Local Authority	City of Peterborough
Inspection number	319438
Inspection dates	23–24 September 2008
Reporting inspector	Tricia Pritchard HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	247
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	70
Appropriate authority	The governing body
Chair	Mrs Norma Wildman
Headteacher	Mrs Sarah Levy
Date of previous school inspection	4 July 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	London Road Old Fletton Peterborough PE2 9DR
Telephone number	01733 554457
Fax number	01733 352917

Age group	3–11
Inspection dates	23–24 September 2008
Inspection number	319438

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of her Majesty's Inspectors and an Additional Inspector.

Description of the school

The school is an average-sized primary school situated on the outskirts of Peterborough. There are eleven classes, including a Nursery class and two Reception classes. While the majority of pupils come from White British backgrounds, about a tenth come from minority ethnic backgrounds. Numbers from these communities are steadily increasing. The proportion of pupils with additional learning needs and/or disabilities is above the national average. The school has achieved Investors in People status and a Healthy Schools award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Old Fletton Primary School offers a satisfactory education. In accordance with Section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

After a period of instability, the school is benefiting from stable leadership. Leadership and management are now good. Under the clear direction of the headteacher, the leadership team and the whole staff possess a shared vision and drive to raise standards. Overall, teaching is satisfactory and no inadequate teaching was observed during the inspection. This marks an improvement since the last two inspection visits. As a result, pupils are making faster progress than previously. However, teaching is not yet consistently good in every class to ensure that pupils make steady progress throughout the school. They make faster progress in some classes than in others.

Although progress and standards in English, mathematics and science are broadly satisfactory, there is still a need to raise standards further in all subjects, and particularly in writing, so that pupils achieve their full potential. There is a strong emphasis on teaching literacy and numeracy but insufficient focus on providing opportunities for pupils to write for different purposes and audiences in other subjects. The recent introduction of more robust procedures for assessing pupils at regular intervals and tracking their progress is having a positive impact on raising teachers' expectations of what pupils can achieve. However, there is scope for making better use of the information to set challenging targets and goals for individual pupils and particularly for the most able pupils.

Pupils enjoy school. Behaviour is good in lessons and in the playground. Staff adopt a consistent approach to managing behaviour and, as a result, pupils know what the boundaries are. The school has been particularly successful in promoting healthy eating through nutritious school meals and a well-planned personal, social and health education programme. Relationships are good. There is a good climate for learning where pupils feel safe to make mistakes and learn from them. Pupils are well cared for pastorally.

There has been a considerable turnover of staffing this term. However, in a short time, the staff has demonstrated that they work well together as a team. The responses to the parent questionnaires indicate that parents' confidence in the school has been restored. They comment on improvements in communication and are overwhelmingly positive about the leadership of the school and the recent changes. In the last five months, strong leadership has led to rapid improvements in the teaching and learning environment, and to pupils making faster progress. The school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The provision in the Early Years Foundation Stage (EYFS) is outstanding. Children's attainment on entry, and particularly boys' attainment, is below age-related expectations. Their communication, language and mathematical skills are especially weak. However, because of excellent teaching, they make good progress and reach a good level of development in all areas of learning by the end of the EYFS. Teachers and teaching assistants have high expectations of all pupils and maintain very thorough records of their progress. Phonics is taught systematically and children are given very good opportunities to write from first hand experience.

Further key strengths are the outstanding leadership and management of the EYFS and the planning of an activity-based curriculum. Children learn in a stimulating and inclusive environment, which is very well matched to their needs and reflects exemplary early years' practice. Excellent use is made of outdoor areas as well as the classrooms to promote learning. The outdoor areas are very well equipped to enable children to develop their motor and sensory skills using big apparatus. There is a very good balance between child-centred and adult-led activities.

Children are keen to learn and they behave well. Although they had only been in school for a short time when the inspection took place, they had settled in very well and exhibited excitement to learn. Children respond well to their key workers. All staff are skilled practitioners who understand the principles of good early years' learning and development. The welfare requirements relating to the EYFS are met in full. Children feel safe and secure.

What the school should do to improve further

- Accelerate progress and raise standards further in all subjects and particularly in writing by:
- increasing the proportion of good teaching so that there is more consistency in quality between classes
- making good use of the outcomes of assessment to set challenging targets for individual pupils
- providing more opportunities for pupils to write for different purposes and audiences.

A small proportion of schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Until recently, the good progress made by pupils in the EYFS has not been maintained in Key Stage 1. For a number of years, progress and standards have been inadequate. However, there are clear signs that pupils are now making better progress and that standards are rising. In the summer of 2008, although standards were still below the national average, there was a marked improvement in Year 2 pupils' attainment in reading, writing and mathematics. The biggest rise was in the proportion of pupils achieving higher levels for reading and mathematics. Currently, in lessons, pupils are making satisfactory progress in Year 1 and Year 2, and standards are satisfactory.

A similar picture emerges in Key Stage 2. Pupils' progress is satisfactory in lessons and although the latest national data indicates that standards at the end of Year 6 remain below the national average, they are improving. The trend has been for pupils to do better in English than in mathematics and science. However, in 2008, pupils did better in mathematics. Performance in writing is weak across the school and this contributed to pupils attaining lower standards in English.

Throughout the school, girls do better than boys in all subjects. The more able pupils do not always do as well as they could, especially in English in Key Stage 2. The introduction of intervention groups, however, is beginning to accelerate the progress of higher and lower attaining pupils. In the past, pupils from minority ethnic communities and/or with English as an additional language have not done as well as pupils in other schools but they are now making better progress.

Personal development and well-being

Grade: 3

Pupils enjoy school and parents confirm this. Attendance is satisfactory and improving. The majority of pupils are motivated to learn and pay good attention in lessons. Relationships are good. Behaviour in class and in the playground is also good. Pupils say that they feel safe.

Pupils' social, moral, spiritual and cultural development is satisfactory. The school's profile in the community has been low and pupils are only just beginning to play a more active role in it by, for example, celebrating their sporting achievements. Most are self-confident engaging in conversation with adults. They enjoy taking responsibility and those on the school council show that they have plenty of ideas on how to improve the quality of the indoor and outdoor learning environment.

The pupils are very aware of the importance of adopting a healthy lifestyle and can talk confidently about healthy eating. The after school sports clubs are well attended.

Quality of provision

Teaching and learning

Grade: 3

There has been a considerable turnover of staffing with eight new teachers joining the school this term. All teaching observed during the inspection was at least satisfactory or better. This marks an improvement since the last inspection. In a short time, teachers have come to know their pupils well. They demonstrate skills at deploying teaching assistants effectively to help pupils with their learning. As a result, pupils show good attitudes to learning and behave well. Relationships are also good.

There are examples of very successful teaching where teachers have high expectations of pupils, match work to their individual needs and set them challenging targets. However, this is not yet consistent in every class although it is improving rapidly. Not all teachers are as rigorous in using assessment information to inform their planning and teaching. Consequently, some lessons lack the pace and challenge to support all pupils to make good progress and particularly the more able pupils.

Curriculum and other activities

Grade: 3

The curriculum has focused rightly on ensuring that literacy and numeracy are taught everyday in order to raise standards. However, lessons are too long in some classes. In these instances, the timetables reveal a lack of variety and restricted opportunities to study other subjects. Opportunities to develop writing across the curriculum are limited but improving as the senior leadership team monitors curriculum planning and delivery. The school is actively exploring ways in which to develop further community and global links to enrich pupils' contribution to their community and to help them develop their skills for future economic well-being. Pupils regularly use information and communication technology as a tool for learning. The school provides a good range of extra-curricular activities and clubs. Residential and day visits enhance the curriculum and make a positive contribution to pupils' personal development.

Care, guidance and support

Grade: 3

The school provides good pastoral care, which results in pupils feeling safe, secure and happy. Legal requirements for safeguarding are fully in place and there are effective procedures to protect the most vulnerable pupils. Links with outside agencies to support pupils with additional learning needs and/or disabilities are good. Breakfast and after-school clubs provide a safe, secure environment and a satisfactory range of activities for those who attend.

Academic guidance is satisfactory. In lessons, teachers take care to ensure that pupils understand the learning objectives and, increasingly, they are encouraging pupils to evaluate how well they have met them. Although the quality of marking in books is variable, teachers are tracking pupils' progress more systematically through regular assessment. This leads to the setting of group and class targets and pupils are well aware of these. However, as yet, they do not have individual targets to challenge them further and this is an area for development. Links with local secondary schools are developing well and help pupils to experience a smooth transition to their next stage of education.

Leadership and management

Grade: 2

Leadership and management are good and have improved rapidly under the strong direction of the headteacher, who has been in post since April 2008. The leadership team has been restructured and there is clear evidence that they are working effectively as a team to improve the quality of that education pupils receive. Subject leaders are rigorously monitoring standards, teaching and learning. Teachers' professional development needs are well met by a targeted training programme. The local authority has supported the school effectively with training. Governors are now taking a more active role in monitoring the quality of provision. They are well aware of the requirements to promote community cohesion and are taking steps to widen community involvement.

The leadership team has a very good understanding of the school's strengths and areas for development. The school has responded well to addressing the issues from the last inspection through focused action planning. However, it is not complacent in recognising that there is still some way to go to increase the proportion of good teaching and to enable all pupils to fulfil their potential. There is scope now for the school to make full use of the outcomes of self-evaluation to inform long term planning.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

25 September 2008

Dear Pupils,

Inspection of Old Fletton Primary School, Peterborough PE2 9DR

Thank you very much for welcoming Mrs Stopher and me to your school when we visited this week. We enjoyed meeting you and talking to you very much. It was particularly good to see you enjoying school and wanting to learn. Your teachers work hard to make your classrooms look bright and welcoming, and to plan lessons which are interesting and help you to make progress. For those of you in the Nursery and the Reception class especially, we think that your classrooms and outdoor areas are such exciting places to learn.

As well as meeting you and coming into your lessons, we met Mrs Levy, your teachers, teaching assistants and some governors. We also looked at your work and other documents in school. Our report is going to say how much the school has improved in the last few months. We are pleased to see you making faster progress in English and mathematics than previously and we have been talking to your teachers about how you can make even better progress in these subjects. In particular, we think that everyone needs to concentrate on improving their writing and your teachers agree with us. It was good to talk to you about your targets, which are displayed on the classroom walls. We talked to your teachers about how they could challenge you even more by setting you individual targets.

Mrs Levy is a good headteacher and is leading the school well. The governors, too, know the school well. There is a good team spirit and you are part of it. Well done for looking after each other and caring for one another. We think that your school will continue to get better and better because everyone is working together.

I hope the rest of term goes well.

Yours sincerely

Tricia Pritchard

Her Majesty's Inspector