

# Flowery Field Primary School

Old Road, Hyde, Cheshire, SK14 4SQ

**Inspection dates** 16–17 June 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- Very effective leadership by the headteacher, ably supported by the deputy headteacher, senior leaders and governors, has led to improvements in teaching and pupils' achievement. Staff morale is high.
- From starting points that are often lower than those typically seen, all groups of pupils make good progress in all key stages in reading, writing and mathematics. Standards by the end of Year 6 are usually broadly average.
- Good teaching ensures that pupils are well supported to achieve the best they can. The teaching of reading in Key Stage 2 is particularly effective.
- Teachers use their assessments of what pupils already know and can do to good effect to plan future learning and to ensure that pupils are motivated and engaged by their activities.
- Well-trained and highly focused teaching assistants make a very strong contribution to pupils' personal development and their academic achievements.
- Pupils' behaviour is good and attitudes to learning are positive. Pupils get on well together and learn in a harmonious and calm environment.
- Effective arrangements are in place to ensure all pupils are safe. Pupils feel safe.
- Pupils enjoy school. The curriculum is very well enriched with a range of visitors, clubs, trips and residential visits. Pupils achieve particularly well in music and sport.
- Governors are knowledgeable and skilled. They are supportive of the school and challenge leaders to improve and to provide excellent practice and outcomes for all.
- Provision in the early years is good. Good teaching and effective support ensure that children's learning gets off to a good start.

### It is not yet an outstanding school because

- Work for the most able pupils sometimes lacks challenge; they are not always moved onto harder work quickly enough.
- In the early years and Key Stage 1, pupils, particularly those who speak English as an additional language, do not always have enough opportunities to practise their phonics skills (linking letters with the sounds they make).
- Opportunities for pupils to write at length and to use and apply their calculation skills are sometimes overlooked when they complete work in subjects other than English and mathematics.
- Middle leaders, such as those responsible for subjects, do not always have the opportunity to check on how well pupils are learning in their areas of responsibility. This impacts on their ability to drive improvements in teaching and pupils' achievement.

## Information about this inspection

- Inspectors observed teaching and learning in many lessons involving different teachers. Some observations were carried out jointly with the headteacher and the deputy headteacher. Walks around the school were conducted and learning was observed in different key stages with the headteacher and the deputy headteacher.
- Inspectors listened to pupils read from Years 2, 3, 4, 5 and 6. They observed support for pupils in whole-class sessions, in groups and with individual pupils.
- Inspectors looked in detail at the work in pupils' books, files and online from across the age groups. They held meetings with three groups of pupils where they talked about their work and their perceptions of the school.
- Inspectors held meetings with senior and middle leaders, teachers and support staff. They interviewed members of the governing body and spoke to a representative of the local authority.
- Inspectors looked at a wide range of documentation including: the school's summary of its view of its own performance; the school development plan; policies and procedures in relation to safeguarding; information about pupils' attendance and behaviour; records of the monitoring of teaching and learning; information about pupils' achievement; and minutes of meetings of the governing body.
- Inspectors considered 12 responses to the online questionnaire for parents (Parent View). They discussed summaries of the school's own parental questionnaires. They also took account of the 29 responses to the staff questionnaire.

## Inspection team

Jean Tarry, Lead inspector	Additional Inspector
Peter Martin	Additional Inspector
Gillian Burrow	Additional Inspector

## Full report

### Information about this school

- Flowery Field Primary School is larger than the average-sized primary school.
- The large majority of pupils are of White British heritage. Most other pupils are of Bangladeshi heritage and speak English as an additional language.
- Early years provision is part-time in the Nursery and full-time in the Reception class. Some children are at the early stages of learning to speak English as an additional language when they join the school in the early years.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is much higher than average. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is above the national average. In some year groups it is much higher than average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school provides a before- and after-school club run by a private provider. This provision is subject to separate inspection. Reports for this setting may be viewed at [www.gov.uk/ofsted](http://www.gov.uk/ofsted)
- The school moved into new premises in March 2015. Previously, the school was housed in two separate buildings, one for the early years and the infants and the other for the junior department.

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

- Further improve the quality of the teaching so that it is outstanding in order to raise pupils' attainment and accelerate pupils' progress even further, particularly for the most able pupils, by ensuring that:
  - all teachers consistently plan work that is pitched at the right level to challenge the most able pupils and move them on to harder work as soon as they are ready
  - children in the early years and pupils in Key Stage 1, particularly those who speak English as an additional language, are given more opportunities to practise their phonics skills in order to improve their reading
  - pupils are challenged to write longer pieces of work in subjects other than in English
  - pupils are given more opportunities to use and apply their calculation skills to solve mathematical problems.
- Develop the role of the middle leaders so that they effectively contribute to driving improvement in teaching and pupils' achievement by providing them with opportunities to check on how well pupils are learning in their subjects and areas of responsibility.

## Inspection judgements

### The leadership and management are good

- Senior leaders check the school's performance carefully, continually looking for ways to improve the school's work, and they are effective in doing so. They have a good understanding of what is working well and what could be improved even further, and this is discussed regularly at leadership meetings. Since the previous inspection, leaders have successfully strengthened the quality of teaching and, as a result, pupils' attainment and rate of progress across the school has improved.
- The leadership of teaching is good overall. Senior leaders look carefully at teachers' plans for lessons, the lessons taught and pupils' progress in their books. This means that any weaker aspects of teaching are identified and are tackled effectively through targeted support.
- Arrangements to manage teachers' performance are good. Teachers are set clear targets closely linked to how well their pupils are learning. Staff appreciate the support they receive to improve their teaching. Morale is high. 'It is a good place to work as the work is focused on pupils' progress. Leaders listen to our views,' is a typical staff comment.
- Middle leaders, such as those responsible for leading subjects do not always have the opportunity to check on how well pupils are learning in their areas of responsibility. As a result they are yet to make a fully effective contribution to driving improvements in teaching and pupils' achievement.
- The curriculum serves the pupils well so that they really enjoy school and are well prepared with the academic and personal skills they need to be successful in the next stages of their education. The curriculum includes a very good range of visits, visitors and residential visits. Opportunities to develop pupils' sporting and musical talents are excellent. Pupils learn to speak Spanish. By linking with a school in Spain, pupils are able to put their learning into practice, as well as being able to celebrate and appreciate differences in culture and traditions. Staff promote British values well, including tolerance and respect for the rule of law. This prepares pupils well for life in modern Britain.
- The school develops pupils' spiritual, moral, social and cultural awareness well. Pupils are taught to be reflective and to persevere with their tasks, such as reasoning in their mathematical development.
- Although pupils make good progress in writing and mathematics, opportunities for pupils to use and apply their skills when they complete work across the curriculum subjects are sometimes missed.
- Equality of opportunity is promoted well and leaders and managers are committed to tackling discrimination of any kind. Leaders ensure that good relationships are established, particularly with parents and outside agencies. 'The school has a really good focus on learning for all the pupils. We feel our children are helped and supported to learn really well.' reflects a typical parental comment.
- Good leadership ensures the pupil premium funding is targeted well to ensure disadvantaged pupils make as much progress as others in the school. As a result of rigorous tracking of the achievement of these pupils because of good teaching, the remaining gaps in pupils' attainment compared to others in the school and nationally are closing at a good rate.
- Good use is made of the additional primary school funding for physical education and sport. Opportunities for pupils to develop their sporting skills, such as in football and athletics are excellent. Pupils' well-being and healthy lifestyles have improved as a result.
- Leaders monitor the attendance, behaviour and progress of pupils on a regular basis. This leads to good outcomes for pupils.
- The procedures and policies for safeguarding pupils are in place and are effective.
- The local authority provides effective support for this school. The recent support for the early years has been effective. The headteacher works effectively with other providers and the local authority. The school is held in high-esteem by the local authority especially in how they have managed the transition from the old buildings to the new school premises.
- **The governance of the school:**
  - Governance has improved since the last inspection and is effective. The governing body is knowledgeable about the school and has a range of skills. Governors use information and data about pupils' progress effectively to compare the school's performance with that of other schools both locally and nationally.
  - Governors provide support and challenge in equal measure in their quest for on-going improvement across the school. Governors know how good the quality of teaching is. They ensure that any teaching that is less than consistently good or better is tackled so that all pupils can achieve well. They know the importance of school performance management and its link to pay progression.

- Governors ensure that the pupil premium is used effectively to make a positive difference to the achievement of eligible pupils in all subjects.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. The school is successful in promoting tolerance, mutual respect and an acceptance of diversity. This underpins the school's approach to fostering good relationships across the school and results in a harmonious and calm learning environment.
- Pupils are proud of their school and of their achievements. They speak enthusiastically about their experiences in school. For example, pupils say, 'Everyone is so friendly. We enjoy coming to school. Our teachers help us to learn new things all the time.'
- Pupils agree that the school helps them to improve both their academic achievement and behaviour, with a typical comment being, 'Our school has taught us lots of different things about behaviour, safety and how to get on with other people from different cultures.'
- Pupils know about, and follow, the school's agreed behaviour policy. They are clear about what is and what is not acceptable behaviour, including how to play sensibly on the new and popular outdoor playground areas. Behaviour in lessons and around school is good, including in the dining hall. Pupils enjoy being awarded coins for the treasure chest or 'froggie' tokens for their charts as recognition for good behaviour or work.
- Pupils' attitudes to their work are good and this makes a positive contribution to their good progress. Activities in lessons capture pupils' interest and so they enjoy their tasks. However, at times, when work lacks challenge, a few pupils are not always fully focused and this slows the pace of their learning.
- Adults are good role models for pupils, particularly in relation to attitudes and manners. Pupils are polite and well-mannered to each other, to staff and to visitors. They help, support and cooperate with each other very well inside the school and outside on the playground. In lessons, they listen carefully to each other and discuss their ideas sensibly together. They show resilience when completing their tasks.

### Safety

- The school's work to keep pupils safe and secure is good.
- Regular meetings ensure all staff have an accurate overview of the welfare and well-being of individual pupils in order to ensure they are kept safe. Playground supervision is good.
- Timely support, provided by well-trained staff, enables pupils who may experience any difficulties to feel happier, safe and secure, particularly those who are new to speaking English as an additional language.
- In assemblies and in lessons, pupils learn about the different types of bullying. They can recognise the difference between bullying and falling out. They say that bullying rarely occurs and, when it does, staff are vigilant in monitoring the situation and sort any issues out quickly. Pupils are confident about approaching any adult in school if they need help.
- Pupils across the school are well aware of how to stay safe, including when using the internet and social media.
- Pupils' attendance is constantly reviewed and is broadly average. Pupils, and their parents, understand the importance of good attendance. Pupils very much enjoy coming to school. They appreciate the rewards they receive for attending regularly.

## The quality of teaching is good

- School information, inspection evidence and work in pupils' books support the inspectors' view that the quality of teaching in all key stages is good over time. As a result, pupils make good progress in reading, writing and mathematics. The quality of teaching has been strengthened since the previous inspection and this is reflected by the pupils' improving standards of attainment across the school.
- Pupils of all ages are motivated and engaged by their tasks and activities. Teacher assessments of what pupils already know and can do are regular and accurate and used well to plan future learning. Activities generally meet pupils' varying needs and abilities and have a clear purpose. Expectations of what pupils are capable of achieving are generally high. However, sometimes, work for the most able lacks challenge and this can slow their progress.
- The teaching of English is good and sometimes better than this, especially in reading at Key Stage 2. The

school's new library and improved resources in classrooms are helping older pupils to improve their reading skills, especially their understanding of difficult reading materials. Improvements in the teaching of phonics, including through an intensive programme of support, have had a positive impact on raising standards in reading for some pupils. However, children in the early years and pupils in Key Stage 1, especially those that speak English as an additional language, do not always have enough opportunities to use and apply their phonic knowledge when they complete work in other subjects and this sometimes hampers their progress in reading.

- Pupils make good progress in writing. The quality of marking of pupils' written work across the year groups and subjects is effective. Pupils receive instructions about how to improve their writing as well as the time to address any misconceptions by, for example, correcting their own work. However, sometimes the most able writers are not challenged effectively, especially to write longer pieces of work in other subjects.
- The teaching of mathematics is good across the school. Tasks are generally well matched to pupils' ability. Pupils effectively consolidate and strengthen their basic mathematical abilities through regular revision of calculation skills. Opportunities for pupils, particularly the most able, to apply the calculation skills to solve mathematical problems and stretch their mathematical thinking, are occasionally overlooked.
- The work of teaching assistants is a strength of the school. They are well trained and are excellent role models in the classroom with a focus on both pupils' well-being and personal development as well as their academic achievements. They are instrumental in delivering high-quality programmes of support in English and mathematics across the school.

### The achievement of pupils

is good

- After a good start to learning in early years, between Years 1 and 6 all groups of pupils continue to make good progress from their varying starting points. By the end of Year 6, pupils reach standards in reading, writing and mathematics that are usually broadly average.
- By the end of Year 2, pupils reach standards overall in reading, writing and mathematics that are close to the national average. This represents good progress from their lower starting points. As a result of improvements in the quality of teaching, pupils' progress is speeding up and standards are improving quickly across Key Stage 1.
- In Year 6 in 2014, pupils' standards of attainment dipped and were below average, particularly in mathematics and spelling, grammar and punctuation. This was due in part to a group of pupils joining the school part way through Key Stage 2 with lower levels of attainment, as well as a higher than usual proportion of pupils with more complex special educational needs. However, this represented good progress from pupils' previous starting points in Year 3. An above-average proportion of these pupils reached the nationally expected Level 4 and almost all pupils made the progress expected of them. The proportion that made more than expected progress also compared very favourably with the proportion that did so nationally in reading but fewer made good progress in mathematics and writing.
- School data, confirmed by inspection evidence, show that the standards of pupils currently in Year 6 are higher than in 2014. Most pupils are working at the expected standards or above in reading, writing and mathematics. In spelling, punctuation and grammar, standards are similar to those attained in 2012 and 2013. Pupils currently in Key Stage 2 are making good progress from their starting points
- School data and inspection evidence show that the most able pupils across the school make good progress overall. However, occasionally, the most able do not reach their full potential because they are not always fully challenged in their learning. In 2014, the proportion of pupils reaching the higher levels of attainment at the end of Year 2 and 6 was below average.
- From their starting points, disadvantaged pupils make good progress in reading, writing and mathematics. In Year 6 in 2014, the gap in their attainment compared with other pupils in the school narrowed, particularly in English. It was one term behind in reading and writing and about two terms behind in mathematics. This gap in school is narrower than the gap seen between disadvantaged and non-disadvantaged pupils nationally. Compared with that other pupils nationally, the attainment of disadvantaged pupils in school in 2014 was about two terms behind in reading and writing and three terms in mathematics. School data and inspection evidence show that disadvantaged pupils across the school achieve equally well to others. Any remaining gaps continue to close at a good rate as a result of rigorous tracking of the achievement of pupils and due to good teaching.
- Disabled pupils and those who have a special educational need make good progress because of the effective support that they receive from teaching assistants and specialist support teachers.
- Overall, pupils who speak English as an additional language and those who are new to speaking English as

an additional language make good progress because they are well supported in their learning. However, in the early years and in Key Stage 1, pupils' achievement in reading is sometimes held back because they are not given enough opportunities to practise their phonic skills in the activities they undertake.

- Pupils achieve very well in reading at Key Stage 2. Pupils enjoy the wide range of reading materials on offer in classrooms and enjoy the new library. They have a good understanding of how to comprehend difficult texts and this supports them very effectively to succeed with reading tasks.

### The early years provision

is good

- Most children start in the Nursery or Reception classes with levels of skills, knowledge and understanding that are below those typically seen in children of this age. Some children have little or no understanding of spoken or written English. Many children start school in the Reception class having had no previous nursery education.
- Children make good progress because of good quality of teaching and effective support, especially in acquiring literacy and numeracy skills. When they leave the Reception Year, the majority of children reach a good level of development and are increasingly well prepared for their next stage of learning in Year 1.
- Teaching is well organised and provides a calm atmosphere so children feel safe and secure. Relationships are good and conducive to good progress for all the children. Teaching ensures that learning is enjoyable and that the activities provided meet children's varying needs and abilities. For example, they enjoy sharing familiar stories, rhyming songs, dressing up in the role-play area, or learning about the many different mini-beasts.
- Children investigate early writing skills through mark-making activities both inside and outdoors. They thoroughly enjoy reading activities, enthusiastically sharing their chosen books with their friends at the end of the day, for example. Well-trained staff ably support those who are new to speaking English. Even so, opportunities to develop children's reading skills by providing activities in which they can use and apply their knowledge of phonics are sometimes overlooked. This, in particular, can hamper the achievement of those children who are new to learning to speak English.
- A strong emphasis is placed on developing children's social skills so that they are ready for learning before they enter Year 1. Children are able to clear up after themselves both inside and outside. They confidently make their own decisions about what they want to play and learn next. They follow instructions from all the adults carefully and behave very well.
- Good leadership and management ensure that provision in the early years is good. Leaders ensure that safety procedures are robust so that children are kept safe. Leaders ensure that a strong partnership with parents is forged early on in the child's school life. Home/school books are used to good effect to share information about the child's well-being and their learning. Parents agree that the provision in the early years is good. They appreciate the warm and friendly welcome given by staff.
- The school works actively to involve the new pre-school setting in transition programmes and this helps these young children to settle into Nursery and Reception classes very well indeed.

## 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>	106183
<b>Local authority</b>	Tameside
<b>Inspection number</b>	461727

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>	508
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Slinn
<b>Headteacher</b>	Alvin Fell
<b>Date of previous school inspection</b>	13 March 2012
<b>Telephone number</b>	0161 368 1466
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