

# Inspection of Flintham Primary School

Inholms Road, Flintham, Newark, Nottinghamshire NG23 5LF

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Inspection dates: 13 and 14 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Flintham Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

## **What is it like to attend this school?**

Pupils are proud to attend Flintham Primary School. They agree that it is a great place to learn. They like their teachers and say they make their lessons interesting. They appreciate the large, pleasant outdoor space they have to play in.

Leaders are aspirational for what pupils can achieve academically and personally. Pupils are clear about the characteristics their teachers expect them to model. These are based on the school's 'super six' aims: be determined, be responsible, explore, aspire, make good choices and show respect. Pupils do their very best to demonstrate these qualities in every aspect of school life. The result is a harmonious and happy school.

Pupils get along well together. They show respect and care for one another. They welcome new pupils to the school and help them to make friends. Pupils do not worry about bullying. They know that an adult in school will always be there to sort their problems out. Pupils, staff and parents agree that the school keeps pupils safe. Parents value the school's caring approach. One parent commented: 'It's an absolutely delightful village school with kind teachers and a real focus on a well-rounded education.'

## **What does the school do well and what does it need to do better?**

Leaders have developed an ambitious curriculum that provides the pupils with the skills and knowledge they need to do well. Leaders have identified precisely what they want pupils to learn and the small steps they need to take to reach these end points. Leaders have thought carefully about the sequence of learning. The early years curriculum is detailed and well sequenced. It provides a firm foundation for what pupils will learn in later years. Teachers ensure that new learning connects to prior learning. For example, over time, pupils develop a secure understanding of chronology in history. This starts in the early years where children order events in their own lifetime and are introduced to the concept of events before they were born. By the time pupils reach Year 6, they use their vast historical knowledge to order events that led up to, and during, World War II.

Teachers routinely check that pupils remember what they have previously been taught. They use regular reminders like 'flashback four' in mathematics to keep learning fresh in pupils' minds. They use assessment effectively to identify where pupils may have misconceptions or gaps in their knowledge. Teachers make every effort to make sure that everyone keeps up with what is expected.

Leaders are determined that pupils with special educational needs and/or disabilities (SEND) will be included in all aspects of school life. In lessons, pupils with SEND receive appropriate support. Teachers and teaching assistants break the intended learning down into smaller steps or provide pupils with extra resources. However, leaders are not keeping a close enough eye on how successful the strategies used are in addressing pupils' individual needs.

Children in the early years learn phonics from the very start. Pupils apply their phonic knowledge in order to read and write with increasing success. They are given reading books that closely match the sounds they know. At times, some staff do not deliver phonics lessons with the accuracy that is expected. When pupils do not use the pure sound for each phonic, not all staff correct mistakes.

Teachers promote a love of reading. Pupils who read regularly receive a 'bookworm badge'. Pupils read books that are linked to their topics. For example, pupils in Years 5 and 6 read 'Carrie's War'.

Pupils' personal development is a strength of the school. The curriculum provides them with the knowledge they need to make considered decisions in life. Pupils know that the world is full of people who may be different to them. They accept difference. One pupil said, 'In this school, you can be who you want to be.' Pupils' understanding of equality is wise beyond their years. Pupils can attend a wide range of clubs and extra-curricular events. They relish the opportunities they have to take on responsibilities in school. As a result of the school's work, pupils are well prepared for their next steps in life.

The multi-academy trust has provided effective support and challenge for leaders. Both the trust and governors know the school well. They accurately identify the school's many strengths and what needs to improve further. Staff morale is high. They say that leaders listen to them and take their workload into consideration when changes are made.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise their safeguarding responsibilities. All staff receive regular safeguarding training and updates. They are alert to the signs that a pupil may be at risk of harm. They report their concerns promptly, even when their concerns may seem small. Records of concerns are kept. Safeguarding leaders follow concerns up. They take the right actions to make sure that pupils are kept safe.

The school's curriculum teaches pupils about how to keep safe in and outside of school. Pupils also learn about the importance of having a healthy body and a healthy mind.

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

### **(Information for the school and appropriate authority)**

- A small number of staff do not teach reading with the precision that leaders expect. Sometimes, adults use inaccurate strategies or do not correct the errors that pupils make. This may result in some pupils not learning to read as well as

they could. Leaders should ensure that all staff follow the intended programme to teach reading with fidelity and accuracy.

- The school's provision for pupils with SEND is not routinely monitored. Leaders and teachers do not systematically review how well these pupils are supported to access the same learning as their peers, identify what is working well or where further adaptations may be needed. Leaders must ensure that there is an agreed approach for the way in which provision for pupils with SEND is reviewed.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146011
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10242447
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Foale
<b>Headteacher</b>	Janette Dunderdale
<b>Website</b>	<a href="http://www.flintham.notts.sch.uk">www.flintham.notts.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined Equals Trust in August 2018.
- Flintham Primary School converted to become an academy school in August 2018. When its predecessor school, Flintham Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The headteacher took up her post in May 2022 and the deputy headteacher in September 2022.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and deputy headteacher. Meetings were also held with representatives of the governing body and the trust, including the chair of governors and the chief executive officer.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, visited lessons, spoke to teachers and pupils from the lessons visited and looked at samples of pupils' work. The lead inspector listened to pupils in Years 1, 2 and 3 reading to a member of staff.
- Inspectors viewed a range of documentation relating to safeguarding. The lead inspector checked the school's systems for safe recruitment and met with designated safeguarding leads to discuss the school's arrangements to protect pupils. Inspectors also spoke to staff about their knowledge of how to keep children safe.
- Inspectors observed the behaviour of pupils in lessons, in an assembly and at breaktime and lunchtime. They spoke with groups of pupils to gather their views about the school.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, including the free-text responses. An inspector met with parents at the start of the school day. Inspectors also took into consideration the responses to Ofsted's survey for staff and pupils.

### **Inspection team**

Caroline Poole, lead inspector

His Majesty's Inspector

Kate Rouse

Ofsted Inspector

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