

Fladbury CofE First School

Church Street, Fladbury, Pershore, Worcestershire, WR10 2QB

Inspection dates 22–23 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses

- Pupils' progress in Years 1 to 4 is not fast enough to raise attainment above average levels, particularly in mathematics.
- The quality of teaching is inadequate; lessons do not promote good learning because teachers' expectations are too low and the pace of work is not rapid enough.
- Teachers do not use the available assessment information to identify pupils' strengths and weaknesses and provide work that is challenging enough.
- Teachers' marking does not give pupils clear enough advice about how to improve their work.
- Behaviour and safety require improvement because pupils do not consistently display a positive attitude to learning.
- Leadership and management require improvement. Although there have been positive recent developments, the impact of these is only beginning to be apparent.
- Efforts to improve teaching and raise achievement have not succeeded because checking and following up on weaknesses has not been rigorous enough.

The school has the following strengths

- The new headteacher and governing body have quickly grasped the most important areas to be tackled and have started to make changes in teaching, leadership and management, so demonstrating the capacity to secure improvement.
- Children's achievement and progress in the Early Years Foundation Stage is good because teaching is good and the area is well run.

Information about this inspection

- The inspector observed lessons in all classes; he visited eight lessons taught by three teachers.
- Pupils, teachers, the headteacher, representatives of the governing body and a local authority officer held discussions with the inspector.
- The inspector analysed documents including assessment information, planning documents and records of checks on teaching.
- The views of 13 parents were analysed through the Parent View website.

Inspection team

John Carnaghan, Lead inspector

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils receiving extra funding from the government through the pupil premium (those known to be eligible for free school meals, children of forces families and those in local authority care) is below average.
- The proportion of pupils from minority ethnic groups is below average; almost all pupils speak English as their first language.
- The proportion of pupils supported on school action is well above average. There are also an above average proportion of pupils supported on school action plus or with a statement of special educational needs.
- The school started a Nursery class in September 2012; it currently has eight children.
- The headteacher took up her post at the beginning of January 2013. The Chair of the Governing Body started his role in September 2012.

What does the school need to do to improve further?

- Improve teaching and learning and so raise achievement by:
 - ensuring that teachers set high expectations and run lessons at an appropriately brisk pace
 - planning more carefully the way teaching assistants are deployed in lessons so that they all fully support pupils' progress
 - managing pupils well so that they do not become distracted from their learning
 - using assessment information to provide the correct degree of support and challenge for each pupil
 - marking pupils' work thoroughly and setting clear targets to improve their understanding of the quality of their work and how it can be improved.
- Develop the leadership, management and governance of the school through:
 - increasing the frequency and rigour of checks made on teaching and learning
 - using assessment information to hold teachers to account for pupils' progress
 - encouraging all appropriate staff to take on responsibilities for improving the school
 - ensuring the governing body uses the information from the checks they make on the school to offer more robust challenges to leaders and managers.

Inspection judgements

The achievement of pupils

is inadequate

- Less effective teaching in Years 1 to 4 means that pupils' progress slows. Attainment at the end of Year 2 fluctuates but is generally similar to the national average. Not enough pupils gain higher levels in national tests. By the time pupils leave school in Year 4, their attainment is similar to what is expected at this age. Given their attainment at the end of the Early Years Foundation Stage, this represents inadequate progress.
- Attainment in mathematics consistently lags behind that in reading and writing. This is due to past weaknesses in the leadership and teaching of the subject. These are now being addressed.
- Children join the Early Years Foundation Stage with abilities similar to those found nationally for their age. They settle quickly into a welcoming environment and enjoy the many, varied opportunities to explore and learn. They quickly adopt good learning habits, such as working with others, and make good progress. Children's attainment as they enter Year 1 is above average.
- The needs of pupils who are disabled, or being supported by the school for their special educational needs, are well known to staff but although some have one-to-one support, this group of pupils make similarly inadequate progress as their peers.
- Pupils supported by additional government funding progress at similar rates and reach similar levels of attainment to those who are not supported in this way.
- Pupils' progress is variable in lessons. While pupils respond well when lessons are purposeful and brisk, when teachers set tasks without mentioning deadlines, pupils' progress is too slow.

The quality of teaching

is inadequate

- Too much teaching lacks drive and a proper focus on what pupils should learn and teachers do not consistently set high expectations.
- The pace of many lessons is too slow. Lessons sometimes start late as pupils take their time entering the class and are allowed to leave the room far too often.
- Lesson plans do not indicate what teaching assistants should do throughout the lesson. They tend to take administrative roles or be reactive to events rather than leading learning. However, where they are directed to lead small groups away from the main class or to work with pupils one-to-one, their work is planned adequately so that they make a more effective contribution to learning.
- Teachers do not always use the plentiful assessment information that is available when planning and teaching lessons. As a result, the work for some groups of pupils is too easy so they do not make the progress of which they are capable.
- Teachers' marking is variable. Some pupils' work benefits from helpful, analytical comments that promote good progress in the next lesson. For example, pupils in a Year 3 and 4 class took time to consider and act on the teacher's comments on their previous day's work and this helped improve their descriptions of comic book figures. More generally, pupils have only limited ideas about how to improve because targets set are too vague.
- In some lessons the lack of application to their work of significant numbers of pupils is not fully challenged. Calling out, fidgeting and chatting to one another about irrelevant subjects is tolerated. While behaviour is rarely disruptive, pupils adopt a lazy approach to their work which goes unchallenged.
- Some teaching is good, with clear expectations that pupils will concentrate and work quickly and accurately.
- The teaching of reading is better than that of other aspects of English. Phonics (the sounds letters make) is well taught to younger children, while older pupils show familiarity with many

types of literature. For example, a Year 1 and 2 phonics lesson had been carefully prepared in advance so that it could run briskly. The teacher was observant, immediately challenging pupils whose attention wandered. Brief, varied activities, well adapted to meet pupils' needs, were enjoyable so that everyone took part and made good progress.

- Teaching in the Early Years Foundation Stage is thoroughly planned, calm and purposeful. Children are managed with quiet assurance, and enjoy a variety of relevant activities in a pleasant, stimulating environment. Joint planning with the teaching assistant ensures she also makes a valuable contribution to children's progress and well-being.

The behaviour and safety of pupils

requires improvement

- Behaviour in lessons is rarely noisy but lapses in concentration are too common and some pupils are unwilling to follow classroom rules.
- Attitudes to learning can be complacent; teachers do not regularly challenge these attitudes. Pupils are usually cooperative in lessons but rarely show a hunger to learn. This limits the speed of their progress.
- The youngest children quickly develop good social skills and attitudes. They get on well together and freely collaborate in their activities.
- Pupils feel safe at school. Numerous visitors, such as a road safety officer, keep them well informed about how to avoid danger in their everyday lives. Parents have very few worries over behaviour and their children's safety.
- Pupils have no concerns about bullying, one reporting, 'we don't have bullying at all'. They are confident that their teachers will sort out any minor disputes before they escalate.
- Behaviour around the school is good and pupils play together harmoniously in the well-planned outside areas.
- Relationships are positive and pupils support one another well, for example the older ones bring in the Nursery children from playtime. However, the school does not provide older pupils with enough opportunities to take on responsibilities.

The leadership and management

requires improvement

- Changes to leadership and the governing body have led to a re-evaluation of the school's strengths and weaknesses. This has provided a more accurate picture and the school has now started to plan realistically for the future. Leaders and the governing body display the ability and determination to address weaknesses. The school has the capacity to secure improvement.
- The recently appointed headteacher is acting quickly to address the school's weaknesses. Leaders have drawn up a good action plan that identifies the right priorities and have begun work to improve teaching and learning, and boost progress. The checks that are made on teachers' use of assessment are relatively new and not yet making enough difference to the quality of teaching.
- The headteacher has clarified expectations of teachers' roles outlined in their job descriptions so that all staff are aware of their developing areas of responsibility. Staff fully support these reforms and are eager to play their part in managing the school by, for example, taking on additional leadership and management responsibilities.
- The local authority is providing support for a new teacher. In the past, the local authority's involvement has not focused enough on ensuring pupils make sufficient progress but the local authority is now working closely with the headteacher to bring about improvements.
- Leadership and management of the Early Years Foundation Stage are good. Teaching is consistently good, assessment is accurate and informative, and the area is very well organised.
- The curriculum has been successfully adapted by combining subjects in an interesting way so that it meets pupils' needs and engages them in their learning. Visits are linked to topics

covered, such as to an outdoor education centre and an art gallery. Visitors, such as local doctors and veterinary surgeons introduce pupils to the world of work.

- Pupils' cultural understanding is enhanced by links to a school in Zambia and, closer to home, a school in Dudley. Visitors from other faiths and visits to various places of worship, from the local church to a Sikh temple, improve pupils' cultural and spiritual understanding. Celebration assemblies each week emphasise moral and social values while rewarding pupils' efforts.

■ **The governance of the school:**

- This requires improvement because, until very recently, governors have not taken action quickly enough to bring about positive changes to the school's performance. There have been some improvements in governance since the previous inspection and governors demonstrate a growing understanding of the school based on first-hand checks. A recent report commissioned by the governing body provided data on pupils' performance and clear indications of the quality of teaching.
- Newly organised, the governing body is starting to offer useful support and is well placed to improve the way it challenges the leadership.
- Members have a good grasp of how well additional government funds allocated to pupils are spent by comparing expenditure on this group with their test results.
- Governors have played a significant role in tackling teachers' underperformance, using assessment information to compare with national yardsticks. They understand the performance management process well.
- The governing body's checks on safeguarding pupils mean that the school's arrangements meet requirements.

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

Unique reference number	116879
Local authority	Worcestershire
Inspection number	405675

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

Type of school	First
School category	Voluntary aided
Age range of pupils	3–8
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Clive Fairclough
Headteacher	Julie Wilson
Date of previous school inspection	28–29 March 2011
Telephone number	01386 860301
Fax number	01386 860301
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