

# Farlow CofE Primary School

Farlow, Cleobury Mortimer, Kidderminster, DY14 0RQ

**Inspection dates** 8–9 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school has improved considerably since its last inspection due to the strong leadership and hard work of the headteacher, teachers and governing body. The school evaluates how well it is doing and what needs to be done next accurately.
- Teaching is consistently good and some is outstanding. Teachers demonstrate good subject knowledge and promote learning well.
- Teachers expect the best of their pupils who, in turn, find their lessons enjoyable and informative.
- Children make good progress in the Reception class and continue to make good progress as they move through the school. Current standards at the end of Year 2 and Year 6 are in line with those seen nationally.
- Children respond well to the stimulating activities provided in the Reception class and are inquisitive about the world around them.
- Excellent behaviour contributes strongly to pupils' successful learning in lessons. They are fully aware of the different forms of bullying, how to avoid it and what to do should it occur. Their attendance has improved and is above average.
- Pupils are proud of their school, courteous and welcoming to visitors and take good care of each other.
- Pupils enjoy an excellent variety of curriculum opportunities and additional activities usually linked to the topics they study. These include visits and residential stays.

### It is not yet an outstanding school because

- In a small minority of lessons, the pace of learning slows after a brisk start.
- Pupils are not provided with enough opportunities to practise their mental calculation skills and times tables.

## Information about this inspection

- The inspector observed seven lessons, of which two were joint observations with the headteacher.
- Meetings and discussions were held with representatives of the governing body, members of staff, a representative of the local authority and groups of pupils.
- There were insufficient responses to the online questionnaire for parents and carers (Parent View) to enable a useful analysis.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- No pupils attend off-site alternative provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

## Inspection team

Clive Lewis, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Farlow CofE is a very small primary school situated in a rural area of Shropshire.
- Children are taught in two classes, a Foundation/Key Stage 1 class and a Key Stage 2 class.
- The proportion of pupils from minority ethnic groups is low and there are no pupils for whom English is an additional language.
- The proportion of pupils with special educational needs and or disabilities is above average and particularly high in some cohorts.
- Pupil mobility is above the national average and more children leave or join the school midway through their primary education than is typically seen.
- Just prior to the inspection, the school formed a 'hard federation' with another local small school, Kinlet Church of England Primary, and, during the inspection week, meetings were being held to plan the amalgamation of the two governing bodies. The school is now part of 'The Federation of Farlow and Kinlet Primary Schools'.

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

- Raise the overall quality and consistency of teaching to outstanding by ensuring that learning proceeds at a brisk pace throughout all lessons.
- Extend the opportunities for pupils to use their mental calculation skills and to practise and employ the rapid recall of number facts.

## Inspection judgements

### The achievement of pupils is good

- The small cohorts, the relatively high proportion of pupils with significant special educational needs in some years and the high number of pupils joining the school mid-key stage, make comparisons between year groups and key stages less meaningful than in larger schools. However, school data demonstrates clearly that most pupils, including those entitled to free school meals and those who have special educational needs generally achieve well during their time in school.
- Good teaching leads to most pupils making good progress throughout the school. This is reflected in the good quality of learning in all lessons observed and is shown clearly in the work in pupils' books.
- When they start in Reception children's knowledge and skills, though variable, are generally below those typically found. Due to good teaching and stimulating learning experiences they get off to a positive start and make good progress. They quickly learn the sounds that letters make (phonics) to support their reading and writing, as well as the mathematical skills they need to complete simple calculations.
- Pupils achieve well in reading. In the 2012 reading check a much higher proportion of pupils in Year 1, than seen nationally, met the standard. The effective teaching of reading, through daily phonics lessons and guided reading activities, continues through all age groups and results in pupils building good skills and pleasure in reading.
- Pupils in the Key Stage 2 class continue to build on the good achievements in the lower school and, by the time they leave the school at the end of Year 6, attainment is broadly average. Standards have typically been slightly higher in English than mathematics. Significant progress has been made in raising standards in mathematics and enhancing pupils' numeracy skills, although mental calculation and speed of recall of number facts remains a relative weakness.
- Disabled pupils and those who have special educational needs make good progress. Good support is provided by class teachers, teaching assistants and outside agencies. This ensures that work is set at the right level for pupils, enabling them to take the important small steps forward in their learning.
- Pupils who join the school partway through their primary education and those eligible for the pupil premium make good progress. School data indicate that pupils in receipt of the premium funding attain very similar standards in English and mathematics to those of other pupils. Very carefully matched additional support for eligible pupils through frequent one-to-one and small-group work results in no one falling behind. Funds are also used by the school to ensure that these pupils can join in any extra activities and as such ensure equality of opportunity.

### The quality of teaching is good

- Good and frequently outstanding teaching enables pupils of all backgrounds and abilities to learn successfully during their time in school. Teachers plan their lessons well, sharing with pupils what is to be learned and, in the very best cases, how they can judge successful learning for themselves. Frequent marking of pupils' work typically gives them guidance about how well they have met the learning objective and how they can further improve their work.

- Teaching and planning in the Early Years Foundation Stage is good and in consequence children make good progress in all the areas of learning
- Outstanding teaching was observed in both classrooms. High expectations, a brisk pace and appropriately demanding work for pupils of all abilities led to rapid progress being made in an outstanding science lesson in Key Stage 2. Very good questioning to gauge and guide pupils' understanding stimulated high-quality discussions which demonstrated good knowledge gains about materials and their different properties.
- The best learning occurs when lessons move at a brisk pace that sustains pupils' interest. Just occasionally, however, the pace of learning slows after a good start because no time-targets are set to spur pupils on to work at a good pace.
- Teachers' strategies to manage pupils' behaviour are very effective, with the result that lessons are calm and purposeful. Pupils concentrate on their tasks and work hard without the need for constant adult intervention.
- Pupils are supported by a strong and well-deployed team of teaching assistants. Accurate assessment of the learning needs of pupils who join the school during the year results in the right level of work being set to enable their good progress.
- Pupils' progress in reading, writing and mathematics is checked and tracked rigorously as they move through the school. The teaching staff meet formally each term in order to evaluate and discuss the information about pupils' progress and attainment, and to set targets for further improvement. These meetings ensure that teachers have a very clear understanding of how well the pupils in their charge are doing and the action they need to take to support them in reaching their personal goals.

### **The behaviour and safety of pupils are outstanding**

- Pupils' behaviour in class, in assemblies, around the school and in playground areas is outstanding. The school promotes positive relationships and tackles discrimination very effectively. As a result, relationships are extremely positive between pupils and between pupils and adults.
- Pupils cooperate well and contribute eagerly in lessons, and this is a major factor in the good progress made. They respond very well to the many opportunities planned for them to discuss their ideas with other pupils and to offer suggestions.
- Pupils greatly enjoy being in school and are very proud of their school. This is reflected in their above average levels of attendance. Year 6 pupils told the inspector that they will be 'sorry to leave the school at the end of the school year'.
- Pupils have a good understanding of different forms of bullying, including any that might be encountered through internet sites. They have a good understanding of how to keep safe and say they feel 'very safe' in school. Through the school council, they demonstrate their pride in the school community and take their responsibilities very seriously.
- Pupils respond extremely well to the school's excellent promotion of spiritual, moral, social and cultural development. They have a very clear sense of what is right and wrong.

**The leadership and management are good**

- Despite a teaching commitment of four days per week, the headteacher's exceptional hard work and high expectations have been the significant factors in maintaining and improving the school's performance during a period of considerable but unavoidable staff disruption. The positive track record of improvement since the last inspection, the new partnership with Kinlet Church of England Primary and the federation's ambition for continued improvement underpin a strong capacity for further improvement.
- Staff are very well motivated and demonstrate a shared sense of responsibility and commitment to the school's on-going improvement. They work very effectively together and regularly take advantage of training to enhance their work.
- The school provides outstanding pastoral care for its pupils. This ensures that all pupils are able to learn successfully and develop confidence, regardless of their individual circumstances. Pupils learn to reflect on and appreciate their own skills and the skills of others. This approach, together with collaborative work, is very successful in increasing pupils' self-esteem and promotes their spiritual, moral, social and cultural development exceptionally well.
- The school's positive relationships with parents and carers, and its' very good links with a range of partners contribute significantly to improvements in pupils' safety, wellbeing and achievement.
- Local authority support has been helpful to the school in arranging training for governors and leaders and in supporting planning and arrangements for the recent federation with Kinlet Church of England Primary school.
- The school provides a rich and imaginative curriculum experience for all its pupils. A number of pupils are currently learning to play a musical instrument, all pupils learn French, and pupils greatly enjoy and look forward to their weekly lessons in the school's Forest School area, whatever the weather!
- The governance of the school:
  - The governing body is very well informed about all aspects of the school and provides strong support and challenge. It checks that safeguarding systems are secure and that they meet all current regulatory requirements. The governing body has been effective in overseeing the arrangements for relating teachers' pay to performance. It plays a fully active role in the school's self-evaluation, monitoring and improvement planning processes. It understands the data information on how well pupils do, and the comparative performance of the school in relation to similar schools. The governing body works effectively to check that pupil premium funding helps those who receive it to achieve well.

## 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>	123475
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	412289

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Rodenhurst
<b>Headteacher</b>	Alison Davies
<b>Date of previous school inspection</b>	4–5 May 2010
<b>Telephone number</b>	01746 718661
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