

Flyford Flavell First School

Radford Road, Flyford Flavell, Worcester, Worcestershire WR7 4BS

Inspection dates

22–23 November 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides committed leadership that is focused on the pursuit of excellence for all pupils. Together with the governors and leaders, she has created an aspirational culture where pupils achieve well.
- Pupils make good progress in reading, writing and mathematics. They achieve well in other subjects including science and history. By the end of Year 2 and Year 4, pupils attain expected and sometimes above-expected standards for their age.
- Teaching is good. All groups of pupils learn well and are now making faster progress from their starting points.
- Occasionally, the work pupils choose is too easy or difficult, which means they do not learn as well as they could.
- Teaching assistants make a valuable contribution in providing additional support to groups of pupils. Consequently, these pupils make good progress.
- There are not enough opportunities for pupils to further develop their skills in writing at length and across different subjects.
- Children in the early years get a flying start to their education. Each day they are involved in exciting activities, which rouse their curiosity and promote a love of learning. By the end of Reception, they are well prepared for work in Year 1.
- Pupils' personal development and welfare are outstanding. Pupils learn to work together, to take responsibility and to contribute to the life of the school. This prepares them well for the next stage of their education.
- Leaders' checks on the quality of teaching do not focus closely enough on the progress of particular groups of pupils.
- Pupils enjoy being at school. They behave well and have good attitudes to learning.
- Governors are committed and ambitious for the future of the school. They provide effective support and challenge to school leaders, so the school continues to improve.
- Parents who responded to Ofsted's online questionnaire, Parent View, were very pleased with the school.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment further to secure consistently rapid rates of progress for all pupils by:
 - ensuring that teachers support pupils to choose work at the right level of difficulty for their individual learning needs
 - building on the improvements in pupils' writing by providing them with more opportunities to complete longer pieces of written work and regularly write at length in different subjects
 - sharpening the monitoring of teaching with a clearer focus on how effectively groups of pupils learn and make progress in lessons.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher provides inspirational leadership. She is passionate about providing the best possible education so that pupils have the opportunity to achieve their best. A well-qualified and determined governing body and leadership team ably support her.
- Since the last inspection, school leaders have created a culture of high aspiration, where pupils, regardless of their background, are given the opportunity to achieve in a caring, well-disciplined environment. As a result, outcomes are improving.
- Parents agree that the school has improved. Their views are summed up in a typical comment: 'The school has improved significantly over the last two years and the staff are all working together to achieve the best for the children. The school has a happy caring environment.'
- Teachers are held to account for the quality of teaching and the progress pupils make in their classes. The leadership team regularly monitors teaching and cross-references these observations with checks on pupils' work. The team mentors and coaches staff effectively to develop their skills and improve their teaching practice. However, the monitoring of teaching does not take enough account of the impact of teaching on the progress of groups of pupils in lessons.
- The pupil premium grant for disadvantaged pupils is used well. Each pupil is identified, their needs assessed and funds used to give additional support, as required, or assistance for educational visits and events, which is helping them to progress well in their learning.
- The progress of pupils who have special educational needs and/or disabilities is carefully checked. The special educational needs coordinator ensures that individual pupils' needs are well met by all of the adults. As a consequence, they achieve well.
- The school uses its physical education (PE) and sport funding effectively to ensure that pupils learn and take part in a wide range of sports. This has provided them with more opportunities to participate in competitive sport such as athletics, cross-country and football. Sports coaches organise lunchtime and after-school sports like cricket, tag rugby and archery. As a result, pupils develop healthier lifestyles and improved physical well-being.
- The broad and stimulating curriculum enables pupils to achieve well across a wide range of subjects. Appealing themes such as 'Meet the Flintstones' and 'Get out of my swamp' fire pupils' interests. They bring together aspects of many different subject areas including history, geography and art. Pupils greatly enjoy a wide range of extra-curricular activities. They include silk painting, pottery, singing and coding. These activities nurture pupils' interests and develop their skills well. However, pupils do not have sufficient opportunities to write at length in different subjects.
- Pupils are prepared for life in modern Britain. They know about and demonstrate through their actions the key values for respect and tolerance. Pupils have a clear knowledge of democracy and put this into practice through elections to the school council.

- Spiritual, moral, cultural and social development is threaded throughout the curriculum and reflected in all that pupils do. They shared their experiences with a Cambodian family during a video link. Pupils gain a good understanding of other faiths and beliefs – for example, through Hindu workshops and a Kosovar pupil preparing a traditional dish from Kosovo for pupils.
- The school has drawn on the effective support of the sub-contracted local authority consultancy. Half-termly to termly meetings with the consultant provided effective support in monitoring and challenging the school, so that the quality of teaching and that of pupils' outcomes has improved.

Governance

- The governors play an effective role and have a clear view of how they will continue to support and develop the school. They have undertaken training in understanding performance information and are able to analyse information on pupils' progress compared with that of other pupils nationally. Governors are well informed about the school's strengths and weaknesses. They are supportive, while challenging the school, and are committed to ensuring that achievement continues to rise.
- The governors bring to their roles a wide set of qualities such as professional skills and a good knowledge of the local community.
- They ensure that leaders take action in the event that any teaching is weak. Governors assess their own training needs to get the best balance of skills to help the school.
- Regular visits to the school and the linking of individual governors to subjects make them aware about the quality of teaching, so that weaknesses are tackled.
- The governors carefully monitor the spending of the school's finances, including the extra funding, to support disadvantaged pupils and those who have special educational needs and/or disabilities, and to enhance sports provision.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher has ensured that all staff and governors have read and acted on the latest guidance on keeping children safe, including the dangers of child sexual exploitation. Leaders work very effectively with other agencies and parents to ensure that pupils' welfare is given the highest priority, and any concerns are acted on swiftly and effectively. Parents say they like the fact that the school takes safeguarding very seriously. The school helps parents and carers understand the importance of adopting safe practices, such as using the internet safely.

Quality of teaching, learning and assessment

Good

- The quality of teaching across the school is typically good. As a result, different groups of pupils in all classes are making good progress from their various starting points.
- Teachers work hard at developing pupils' spoken language and widening their understanding of vocabulary. In many lessons, teachers give pupils opportunities to discuss new learning with a partner to clarify their thinking and identify things they remain uncertain of.

- The teaching of writing has improved. Pupils learn to write for different purposes effectively. Teachers provide interesting writing topics. For example, Year 1 pupils were writing a description about a scene from the South Pole. They used adjectives and conjunctions skilfully to write evocative sentences about the feel, smell and look of the scene. However, pupils do not have enough chances to practise their skills in long pieces of written work.
- The teaching of mathematics is good. Teachers are making sure that pupils have a good grasp of basic arithmetic. Pupils have the opportunity to set out calculations and solve word problems. In a Year 2 lesson, pupils made good progress recognising multiplication and division as inverse operations, and used the knowledge to solve problems 'buying and selling' items.
- Pupils with different abilities read fluently and with understanding to the inspector. They used their phonics skills well to pronounce unfamiliar words accurately and could answer questions about key characters confidently. Pupils enjoy reading stories such as 'Viking adventure' and non-fiction books from an early age.
- Teachers use their subject knowledge well and make regular reference to pupils' past learning. Teachers make good use of questions to check pupils' understanding and encourage them to think deeply about their learning. For example, in a Year 4 history lesson, effective questions encouraged pupils to discuss reasons why the Victorians wanted an empire and then explain their reasoning.
- The most able pupils make good progress, especially in mathematics and writing, because teachers plan activities to stretch them. They master complicated mathematical concepts to solve real-life problems. They structure different types of writing well and use interesting vocabulary, similes and metaphor to good effect.
- Pupils who have special educational needs and/or disabilities make good progress in line with other pupils and this is narrowing the differences in their attainment. Skilled teaching assistants work effectively alongside teachers and make a strong contribution to improving pupils' progress.
- Sometimes pupils choose work that is not at the right level for their starting points. Consequently, pupils' learning and progress slows down because the work is too easy or too hard for them.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are confident learners, well equipped for their lessons and settle quickly to their work. Nearly all books are neat and tidy. Pupils enjoy helping each other when working together on tasks and activities. They rise very well to challenge and persevere even if they are finding it difficult.
- Older pupils take their responsibilities seriously, whether they are 'buddies' to younger pupils, house captains, sport leaders or general monitors around the school. Pupils on the school council advise on how aspects of the school's work can be improved, by gathering pupils' views on lunch menus and playground equipment.

- Pupils have a high awareness of safety, including how to stay safe when cycling, on the roads and using the internet. They understand the different types of bullying such as name-calling or cyber bullying. Pupils say that the instances of bullying in the school are very rare. They are confident that staff will deal with any issues or concerns. Parental responses to the online survey show that they are extremely happy with the way the school looks after their children, including the support given by the school administrator.
- Healthy lunchbox certificates promote balanced diets at lunchtime. Organised sports such as tag rugby and 'dancercise' encourages plenty of physical activity at breaktimes. These sessions help pupils to socialise with their peers, and develop their social skills and confidence very well.
- Pupils learn to take responsibility and consider their role in society. They help others by raising money for people in desperate situations such as the hurricane Matthew devastation in Haiti. These events often involve making and selling items during the summer fair and at Christmas, sharpening their enterprise skills.
- The breakfast club gets the pupils who attend off to a very good start, and pupils say that they enjoy the wide range of indoor activities offered to them. Pupils are very well cared for in the out-of-school club as they relax, play games and complete homework tasks. One parent told the inspector how the provision helps her manage her day.

Behaviour

- The behaviour of pupils is good. Pupils like and respect their teachers and are very polite and welcoming to visitors. When pupils move around the school they do so sensibly. All the pupils the inspector spoke to and who completed the Ofsted pupil survey said that behaviour was good.
- In lessons, pupils listen carefully to their teachers and apply themselves well to their work. If someone on their table gets stuck, they are eager to help them out. Just occasionally, in those lessons where they are not provided with the right level of challenge, pupils lose concentration and become distracted, which slows their progress.
- Playtimes and lunchtimes are happy and sociable occasions. Pupils sit and chat together and welcome the opportunity to socialise with their friends. Pupils act responsibly when playing ball games in the playground, where they are well supervised.
- There are a small number of pupils who find controlling their behaviour difficult. These pupils receive high-quality support to help them manage their behaviour both inside and outside the classroom. As a result, their barriers to learning are reduced over time and they very rarely disturb their classmates' learning.
- The attendance of pupils is above average and persistent absence is well below average. Pupils enjoy school and do not like to miss their time in lessons or with their friends.

Outcomes for pupils

Good

- The headteacher and leaders have successfully addressed the underachievement of pupils in 2015 following a significant change in staffing. Pupils have made rapid progress and are now attaining the standards expected from their starting points for their age.
- The 2016 test results show that Year 2 pupils made good progress from their starting points. A higher proportion of pupils achieved expected or above attainment in reading, writing, mathematics and science than other pupils nationally. Work in books and the school's tracking of pupils' performance show that the vast majority of pupils in current year groups are making good progress. At the end of Year 4, pupils achieved good standards from their starting points and are well prepared for middle school.
- Standards in the quality of pupils' writing have improved and pupils are making good progress across the school. Pupils write for different purposes and in different styles effectively. Grammar, punctuation and spelling are being developed well. Pupils, however, do not have sufficient opportunities to practise their skills in long pieces of written work.
- Pupils have improved their reading skills through daily, guided reading activities. Pupils enjoy reading, both for pleasure and to find information. Texts for the most able readers are often particularly demanding, such as fiction by David Orme.
- A successful focus on the teaching of mathematics has accelerated pupils' progress rapidly in this subject. Pupils have a good understanding of mathematical operations and apply them well in solving practical problems.
- Pupils' knowledge and skills in other subjects show good progression through the school. Pupils in key stage 1, for example, classify animals into carnivores, herbivores and omnivores, and develop skills in using an atlas. Across the school, the study of famous musicians and artists inspires pupils to appreciate different types of art and music, develop skills in these subjects and produce their own compositions.
- The most able pupils are typically presented with work that requires them to think carefully about their learning and demonstrate their mastery of both mathematics and the English language. The books show that from their starting points the progress of most-able pupils is similar to other pupils with the same high starting points nationally.
- Pupils who have special educational needs and/or disabilities make good progress. This is because of the well-targeted support by teaching assistants who break down work into manageable steps, so that these pupils better understand what they are expected to learn.
- The proportion of disadvantaged pupils is too small to comment on their achievement without risk of identifying individual pupils. The school's own evidence and that gathered during the inspection show that disadvantaged pupils make good progress throughout the school and achieve as well as other pupils nationally.

Early years provision

Good

- The majority of children join the school with skills that are broadly typical for their age. They make rapid progress, including disadvantaged children, and by the end of the Reception Year the proportion reaching a good level of development is above average. This means children are well prepared to start Year 1.
- Staff know the value of play and are skilled in using it to deepen and extend children's learning. Adults play alongside children, give them time to explore ideas and encourage them to discuss what they are doing. Comments from staff, such as, 'You are good at finding the rectangles hidden in the sand and I like how you are pointing to each circle as you count,' help the children to focus on how they are learning as well as what they are learning.
- Adults also model how to be a good learner and thinker, giving children problems to solve rather than immediate answers – for example, challenging the children to sort everyday boxes and shapes into the correct hula-hoop. They made good progress in counting how many sides the shapes had and correctly naming them.
- Important skills in speaking, listening, reading, writing and mathematics are reinforced frequently throughout each day, as well as in planned teacher-led sessions. This was demonstrated well when children were engrossed in building a spaceship. They produced alien passports, writing the name of their alien, age and gender, and also drawing and naming the planet they came from. On occasions, staff miss opportunities to extend children's writing.
- Very good supportive relationships are established with the children's parents. Pre-school visits give staff valuable information about children's experiences before and beyond school, and inform plans to meet each child's emotional and learning needs when they start school. The daily, ongoing assessments of children help staff plan children's next steps in learning to support their good progress.
- Leaders and adults have high expectations of the children, including that of behaviour. Consequently, children behave well and learn how to share and take turns because adults consistently model them. The warm and supportive relationships staff create ensure that the children feel safe and cared for. Children are kept safe because all staff closely adhere to procedures and risk assessments.

School details

Unique reference number	116676
Local authority	Worcestershire
Inspection number	10020018

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

Type of school	Primary
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair	Anne Howarth
Headteacher	Rosalind Brotherton
Telephone number	01386 462 228
Website	www.flyfordflavellfirstschool.com
Email address	head@flyfordflavell.worcs.sch.uk
Date of previous inspection	12–13 November 2014

Information about this school

- The school is smaller than the average-sized primary school.
- Early years provision is full time in the Reception Year.
- Most pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is well below average. The proportion of pupils in receipt of an education, health and care plan is well below average.
- The proportion of pupils supported by the pupil premium is well below average.
- The school meets the requirements on the publication of specified information on its website.
- The school runs a breakfast club and after-school club.

Information about this inspection

- The inspector gathered a range of evidence to judge the quality of teaching, learning and assessment over time. He observed learning in lessons. These included joint observations with the headteacher. In addition, the inspector listened to pupils read in Year 1.
- The inspector looked at examples of pupils' work and talked to them about their learning.
- The inspector talked to parents as they brought their children to school, and examined their responses to the online survey for parents.
- The inspector took account of the 36 responses to Parent View, Ofsted's online questionnaire.
- The views of staff and pupils who completed the online questionnaires were considered.
- Meetings were held with a group of pupils, the chair of the governing body, a local authority representative and school leaders.
- The inspector looked at a wide range of school documents, including the school's own information on pupils' current and recent progress, planning of work in different subjects, leaders' monitoring of the quality of teaching and learning, and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Steve Nelson, lead inspector

Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Store Street
Manchester
M1 2WD

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