

Inspection of a good school: Flyford Flavell Primary School

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

Inspection date: 30 November 2021

Outcome

Flyford Flavell Primary School continues to be a good school.

What is it like to attend this school?

Pupils are at the heart of this inclusive village school. Relationships are strong. The headteacher and staff know every pupil well.

The school motto of 'learning for life' runs throughout the school. Leaders have high expectations that all pupils become 'independent learners and thinkers'. Pupils develop learning powers, such as independence and reflection, to support their education.

Pupils enjoy coming to school. They are happy and feel safe. They know that adults care and look after them. Pupils are polite, confident and mature. They enjoy each other's company and act with kindness. Everyone looks out for each other.

Staff have high expectations of behaviour. Pupils behave well in lessons and during social times. They take responsibility for their own behaviour. Pupils say that bullying is rare but when it does happen, it is dealt with quickly by staff.

Pupils value their many roles and responsibilities, for example being prefects and members of the school council. They enjoy taking part in the range of after-school clubs such as tag rugby, choir and drawing. Parents are very happy with the way the school supports pupils' academic achievement and nurtures their personal development.

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

Leaders have a clear vision for this school. The headteacher has established a strong and cohesive team. Every staff member plays their part in helping pupils to achieve their best.

Leaders ensure that all groups of pupils have access to a broad, relevant and exciting curriculum. Curriculum plans, including those in the early years, identify in each subject the things pupils need to know. Teachers regularly check pupils' understanding during lessons. By the time they leave Year 6, pupils have acquired enough knowledge across a range of subjects to prepare them for learning at secondary school. However, leaders have identified that subject leaders are not checking up on how well the curriculum is

delivered. As a result, they are not able to identify precisely what is going well and what needs further improvement.

Behaviour is exemplary. Pupils learn in calm, purposeful classrooms without any disruption. Around school, pupils conduct themselves impeccably. They are considerate of each other and show respect towards staff. New pupils to the school are very appreciative of the buddy system to help them settle in.

Pupils enjoy learning. Teachers make it fun and exciting. They teach pupils strategies to remember their learning, for example using songs, rhymes and picture cues. Pupils use these strategies to recall learnt knowledge. For example, pupils sing songs to help them to remember the world continents and oceans.

Reading is at the heart of the curriculum. From the moment children start in Nursery, they learn phonics. Leaders' careful tracking of pupils' phonics knowledge means that those who fall behind receive support to catch up. Books match the sounds that pupils are learning. Staff read to pupils regularly from Nursery upwards. Pupils quickly become fluent and confident readers. They understand the importance of being able to read. Pupils talk enthusiastically about reading for pleasure. They know lots of authors and the books they have written.

Leaders have planned and sequenced an effective mathematics curriculum from Nursery to Year 6. Teachers check regularly what pupils know. They use this information to decide whether pupils need more practice or greater challenge. This ensures that pupils have a secure knowledge of number that builds over time. Pupils' work shows they can apply what they know to solve problems.

Teachers meet the needs of pupils with special educational needs and/or disabilities (SEND) effectively in lessons. Learning is broken down into small manageable steps so that pupils experience success. Leaders keep a close eye on how well all pupils are learning the curriculum. Pupils with SEND thrive in this nurturing and supportive environment.

Leaders' provision for pupils' broader development is high quality. Pupils learn about diverse relationships, cultures and faiths. The curriculum is enhanced by trips out, visitors to school and community links. The school takes part in joint activities with other local schools, such as sports tournaments and bell boat racing.

Staff feel valued and respected. They enjoy working at the school and with each other. They are highly positive about the support that they receive from leaders. Staff workload and well-being are taken into account by leaders.

Governors are very knowledgeable of the work that takes place in school. They hold leaders to account effectively. Governors have a clear understanding of their roles and are active in driving improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety. Leaders make sure that staff, including governors, receive relevant training so they can carry out their roles effectively. All staff know how to report any concerns they have. Safeguarding leaders follow up concerns rigorously and seek support from external agencies where needed. Leaders keep detailed records of the actions taken and follow up when necessary. Pupils know how to keep themselves safe in a range of situations. They know who to go to if they have concerns or worries. Leaders have ensured that the curriculum supports pupils' understanding of risk, including how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders do not closely monitor the implementation of the school curriculum. This means that, on occasions, curriculum plans are not delivered consistently well. School leaders have identified that subject leadership is an area for development and have planned training to improve subject leaders' skills and knowledge. Leaders need to ensure that subject leaders have the skills and knowledge to monitor their subject effectively and make continued improvements.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	116676
Local authority	Worcestershire
Inspection number	10205159
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair of governing body	Anne Howarth
Headteacher	Rosalind Bennett
Website	www.flyfordflavellprimaryschool.com
Date of previous inspection	22 and 23 November 2016, under section 5 of the Education Act 2005

Information about this school

- Flyford Flavell Primary converted from a first school to a primary school in September 2020.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- Inspectors met with the headteacher, the special educational needs coordinator, the school improvement adviser, groups of staff and representatives from the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- The inspectors spoke with pupils about their experiences in school and observed their behaviour around the school. Inspectors also met with a group of pupils to talk about the wider curriculum and their learning.
- To evaluate the effectiveness of the safeguarding arrangements in the school, the inspectors spoke to members of staff and pupils. An inspector met with the designated safeguarding leaders to discuss the school's policies and procedures. During these meetings, records were scrutinised, including those relating to the safer recruitment of staff. Case files were sampled to explore how the school identifies and supports pupils at risk of harm. The inspectors also spoke with a range of pupils and staff to evaluate the school's safeguarding culture.
- The inspector considered the responses that were submitted as part of the online Ofsted Parent View survey, including the free-text responses. The inspector considered the feedback provided by members of staff through the staff survey and the responses to the pupil questionnaire.

Inspection team

Lynda Townsend, lead inspector

Ofsted Inspector

Barry Yeadsley

Ofsted Inspector

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