

Flyford Flavell First School

Inspection report

Unique Reference Number	116676
Local Authority	Worcestershire
Inspection number	290589
Inspection date	13 March 2007
Reporting inspector	Hazel Callaghan

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

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School	105
Appropriate authority	The local authority
Headteacher	Deborah Yarnold
Date of previous school inspection	30 April 2002
School address	Radford Road Flyford Flavell Worcester WR7 4BS
Telephone number	01386 462228
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Flyford Flavell is a small school and all of its pupils are of White British origin. The proportion of pupils with learning difficulties or disabilities is much smaller than is found nationally. Children start school with a wide range of knowledge and skills but most start with standards that are similar to those expected for their age. The school works closely with the on-site pre-school group.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Flyford Flavell is a good school that continues to move forward under the strong leadership of the headteacher. Relationships throughout the school are excellent. Staff provide good care, support and guidance for the pupils; the quality of pastoral care is outstanding. Pupils feel safe, well cared for and respected. Consequently, they are keen to do well and they respond extremely well to the many opportunities provided. Their personal development and well-being are outstanding. They are well prepared for the next stage of learning and the world of work.

Standards have risen and in Year 2, they have been significantly above those found nationally over the last two years. Both boys and girls do well but, as seen nationally, the boys' progress does not match that of the girls. The school is taking appropriate steps to narrow the gap. Pupils achieve well in the Foundation Stage and throughout the school. This good progress is the result of good teaching in all classes and pupils' excellent attitudes to work. The curriculum is good and enriched with many additional activities that extend pupils' interest and experiences. One parent wrote, 'The children have so much fun they don't realise they are working hard'. Teachers are developing positive strategies to help pupils evaluate their own work and progress. Targets for the next stage of learning in English and mathematics are shared with pupils so they understand how to improve. These strategies and targets are particularly effective in English and are based on accurate assessment of pupils' work. The systems are being developed in mathematics but are not yet used to support learning in other subjects.

Leadership and management are good. There is a clear view of what the school needs to do to improve and a dedication to further raise standards and pupils' progress. Staff work as a united and complementary team. English and mathematics have been the main focus for school improvement and consequently leadership of other subjects has been of less importance. Co-ordinators have clear roles and responsibilities for the management of their subjects but some have had fewer opportunities to use the skills needed for effective leadership in all areas. The governors provide good levels of expertise which are used successfully in supporting the school and in holding it to account. The school's partnership with parents is strong and is another important factor in pupils' good achievement. Parents' views are regularly sought and used well to inform the school's accurate self-evaluation. Based on the progress already made in many areas of the school's work, the capacity for further improvement is good.

What the school should do to improve further

- Extend the strategies to support pupils' self-evaluation to all subjects so that they gain an understanding of how to improve, based on teachers' accurate assessment of what pupils already know and can do
- Ensure that all coordinators use their skills in leadership and management to evaluate and further improve the provision in their subjects.'

Achievement and standards

Grade: 2

Pupils of all abilities in all classes achieve well. Standards over the last two years have been well above the national average in Year 2 but are not quite as high currently, even though pupils' progress is good. This is because small numbers and the variable proportion of pupils with learning difficulties or disabilities in each class influence the overall standards attained. Similarly, standards in Year 4 last year were broadly in line with those expected but are improving

once again. This is partly due to their ability but also because their progress is good. Boys often attain above average standards, but they do not make as much progress as the girls, especially in writing. This is recognised as a national characteristic and the school is developing a range of strategies to better support and encourage boys in their work. This is already having a positive impact on their effort and motivation but it is too soon to see an overall impact on standards. Good progress in the Reception class enables children to make often significant advances in the different areas of learning. By the time children enter Year 1, most have attained the standards expected for their age and many attain beyond these.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is good but there are significant strengths in pupils' moral and social development, which is outstanding. Pupils get on together very well. They show good levels of care and support for each other. Pupils enthusiastically celebrate each other's successes and show empathy for those in trouble. They work extremely well together in teams, discussing ideas and solutions. Their attitudes to work are excellent. Pupils work hard and they show very good levels of interest and motivation to learn. Pupils say they enjoy school. One pupil expressed the view of many, saying 'We learn and we have fun'. Pupils' behaviour is exemplary and pupils have no concerns about bullying. Attendance is well above the national average. Pupils enthusiastically participate in the many out-of-school activities and show a keen interest in staying healthy. They have a good understanding of how to keep safe. Pupils enjoy taking responsibility and carry out their duties reliably. The school council is proud of the way it has planned the playground improvements and pupils generally make a good contribution to the community.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good throughout the school. Activities are well chosen to extend pupils' knowledge and skills. Resources for teaching are used well and tasks are interesting so pupils are very well motivated to learn. The staff explore a variety of ways to help their pupils learn more effectively. Additional problem-solving techniques, for example, have been introduced to deepen pupils' understanding and their ability to use what they know to solve problems. Strategies to help boys to make better progress especially in writing have also been introduced. The quality of their work has improved because they are well motivated but it is too soon to see any overall improvement in standards. Teaching assistants play an important role in teaching. They work closely with teachers and use their expertise well to support pupils of all abilities. The objective of each lesson is made clear to pupils so they understand the purpose of their activities. Expectations for what pupils are to achieve are usually discussed but there is not enough clarity about what is expected of each ability group to ensure all pupils are challenged. Pupils say they find teachers' marking helpful as it helps them understand how they are getting on and provides pointers for improvement.

Curriculum and other activities

Grade: 2

The curriculum for children in the Reception class is good. It provides a clear structure for what is to be taught but also provides time for children to develop their own skills through self-chosen activities. The weekly 'Forest School' activity is particularly strong in promoting children's self-organisation, problem-solving skills and the ability to work with others. This project is now extended to all classes and is having a similar positive impact on pupils' personal development and supports subjects such as science and design and technology. The curriculum is also enhanced by many other additional activities, such as visits and visitors that extend pupils' interest, knowledge and skills. The school's provision for the performing arts is a strength that develops confidence and high self-esteem. Pupils' knowledge of how to make positive choices in keeping safe and healthy are also well promoted. The number and range of after-school clubs are good. The curriculum is adapted well to suit the needs of pupils with learning difficulties or disabilities and is being developed to better suit the learning needs of the boys so they can be as successful as the girls.

Care, guidance and support

Grade: 2

The pastoral care of pupils is outstanding. Pupils are highly valued as individuals and so feel safe, very secure and well cared for. One governor described the school's caring ethos as 'extraordinary' and a parent wrote, 'Pupils are always polite and respectful to adults and to each other because they are respected and cared for by staff'. All procedures for safeguarding the pupils are well established and effective. Close links with the pre-school groups ensure children's confident start in the Reception class.

Academic support and guidance are good. The attainment of all pupils in English and mathematics is checked and targets for future attainment regularly set and reviewed. Targets are shared both with pupils and their parents and underpin pupils' good progress because pupils recognise what they have to learn next. These strategies are good in English and are being developed satisfactorily in mathematics but are not yet extended to other subjects. Teachers' assessment of pupils' work in other subjects does not as yet provide sufficient clarity to ensure progress is consistently good. The work of pupils with learning difficulties is systematically monitored and effective targets for their next steps help them to achieve well.

Leadership and management

Grade: 2

The headteacher provides a strong direction for the school and has a good understanding of how it can improve. There is a clear focus on raising standards and on the pastoral care of all pupils. Data are used well to identify the progress of different groups in English and mathematics so that underachievement is recognised and strategies developed to address any concerns. Monitoring arrangements by the headteacher are good and provide a positive basis for school self-evaluation. The leadership of English and mathematics is good but coordinators of other subjects have not had the same opportunities to develop their skills of managing and monitoring their subjects. This has been identified as a focus for improvement, and procedures for more effective curricular development have been put in place but not yet utilised. Links with other organisations are good and communications with parents are excellent. Governors are very

supportive and knowledgeable. They manage finances effectively and plan for future developments well. This is an improving school that seeks positive strategies and initiatives that will support its vision of providing the best education for its pupils.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing to say thank you for making us feel welcome in your school and for helping us with our questions. We really enjoyed chatting to you and found everything you said very interesting. I thought you would like to know what we found out about your school.

What we liked about the school

- It is a good school where you are happy and enjoy your lessons
 - You get on exceedingly well with each other and with the adults in the school
 - You behave very well and you are very friendly and are kind to each other
 - You try hard to do well in your work
 - Teaching is good and teachers do all they can to help you be successful in your work
 - You understand the importance of keeping healthy and safe and make positive choices about exercise and healthy eating
 - You are given opportunities to take responsibility, which you undertake very well
 - All the adults in school look after you exceptionally well and help you feel safe
 - There are lots of activities for you to enjoy after school.
- What we have asked the school to do now
- For teachers to help you understand how you are getting on in all your subjects and to show you how to improve.
 - For teachers to further develop the skills of organising and checking all the different subjects so you make good progress in all your learning.