

Fladbury CofE First School

Inspection report

Unique Reference Number	116879
Local Authority	Worcestershire
Inspection number	312434
Inspection date	12 September 2007
Reporting inspector	Alison Cartlidge

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	4–10
Gender of pupils	Mixed
Number on roll	
School	85
Appropriate authority	The governing body
Chair	John Holah
Headteacher	Ann Embury
Date of previous school inspection	1 October 2003
School address	Church Street Fladbury Pershore WR10 2QB
Telephone number	01386 860301
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how well the school meets pupils' differing pastoral and academic needs, pupils' independence and ability to take the initiative when applying their knowledge and skills, and pupils' ability to interpret what they have read. Evidence was gathered from discussions with parents, pupils, members of staff and governors, observations of teaching and learning, scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Attainment on entry varies, but most children are working within the levels expected for their age when they start school in the Reception Year. The proportion of pupils with learning difficulties and/or disabilities is below average. Most pupils are of White British heritage and a very small number of pupils have English as an additional language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pupils flourish in this good school. They become well-rounded individuals well prepared for the next stage of their education. Children make a good start to learning in the Reception Year and continue to make good progress in other year groups. As a result, standards are above average by the end of Year 4. Good teaching and learning enable most pupils to achieve well and reach the challenging targets expected of them. Pupils do especially well in writing because this aspect of English has been a successful area for school development over the last few years. Improvements in this subject and a good understanding of other strengths and weaknesses through conscientious self-evaluation demonstrate the school's good capacity to improve. Standards in reading are not quite as strong as in writing and mathematics. Whilst pupils read fluently and with good expression, their understanding and analysis of what they have read are comparatively weak. Senior leaders have set a clear agenda in their school development planning to adapt the literacy curriculum to include more opportunities for pupils to extend their reading skills. Pupils' personal development, including their spiritual, moral and social development, is outstanding. Very strong pastoral care and support enable pupils to behave impeccably and to want to choose to adopt safe and very healthy lifestyles. For example, pupils enjoy their turns on the adventure playground and whoop with joy when the playtime snack is carrots. They are very polite and work together well on the playground and in class. Their enjoyment of school is evident in their good attendance and the enthusiastic way they talk about their lessons, teachers and friends. Parents agree that their children are very happy at school. For example, one said, 'My children can't wait to go to school in the mornings and come out happy every day'. This is because all members of staff are friendly and welcoming and form very good relationships with the pupils, ensuring that their needs are safeguarded well. Pupils are clear about to whom they should speak if they have a concern and are pleased with the way members of staff deal with worries or minor instances of bullying. Teachers plan well for pupils' differing needs and make lessons interesting by providing varied tasks and by praising good effort well. Teachers' particular strengths are used well to teach subjects such as French, music, religious education and physical education. A good ratio of teachers to teaching assistants ensures that individual help is available when needed, although there are occasions when pupils, especially the more able, could be encouraged to take the initiative in their learning more. The school is working on planning more opportunities for pupils to make independent choices about how they carry out investigations in science and to use their information and communication technology skills. The good curriculum provides particularly well for the development of pupils' creativity and sportsmanship, and additional clubs are a strong feature. For example, older pupils enjoy the opportunity to take part in 'bell-boating' in the canoe club and younger children enjoy environmental work in the 'forest school'. Pupils are keen fund-raisers and their contribution to the world community is especially impressive in the way they support their link school in Zambia. Care, guidance and support are good. Teachers are particularly good at identifying what pupils need to do next to improve their writing and make this clear through their marking and in pupils' individual targets. Teachers identify pupils with learning difficulties and/or disabilities quickly and ensure that they receive sensitive support. As a result, they make similar progress to their peers. The very small proportion of pupils with English as an additional language progresses well. These pupils are welcomed because members of staff learn greetings in various languages and provide good support. The school has recently started to collect formal data about pupils' performance during the school year to provide more rapid additional help when needed. Pupils are not yet fully involved in monitoring their progress, especially in reading

and mathematics, and do not have access to their individual targets in these subjects. As a result, their progress, whilst being good, is not quite as strong in these subjects as it is in writing. Leadership and management are good. Governors and members of staff follow the good example set by the enthusiastic headteacher and work together well. The monitoring of teaching and learning, whilst largely informal, is successful in bringing about improvements. The good governing body ensures that resources support learning well and has identified the need to budget more time for members of staff to complete formal monitoring. The school works exceptionally well with others, particularly its parents, most of whom offer glowing praise for the school. One parent spoke for many by saying that 'the school has everything we could wish for'.

Effectiveness of the Foundation Stage

Grade: 2

Provision for children in the Foundation Stage is good. Parents are right to be delighted that sensitive support from members of staff enables their children to settle into class well. One parent spoke for others in saying, 'Everything looks exciting'. Children make rapid progress because they are happy at school and because good teaching, especially in number work, helps them to learn quickly. The use of praise, good questioning and practical activities help children to enjoy learning. Most children are working at or beyond the levels expected for their age in all areas of learning when they start in Year 1. Accommodation is a little cramped and this limits some of the activities, particularly those that take place outside. The school has advanced plans to tackle this difficulty in the otherwise good curriculum.

What the school should do to improve further

- Improve the way pupils understand and interpret what they have read.
- Increase the opportunities for pupils to take the initiative in their learning and to be more involved in assessing their own progress.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

- 13 September 2007 Dear Children, Inspection of Fladbury C of E First School, Pershore, Worcestershire WR10 2QB Thank you for welcoming me to your school and for sharing your work with me. I am pleased that you enjoy coming to this good school. Here are some other things about your school.
- You make good progress, especially in writing.
- You behave very sensibly and take responsibility well. I am particularly impressed with the way you support a school in Zambia.
- Teaching is good and your teachers help you to learn quickly by making lessons interesting.
- You study a wide range of topics and I am pleased that you learn the importance of staying safe and healthy. I was impressed with the way so many of you enjoy eating carrots at playtime.
- All adults in school are kind and caring and look after you well.
- Your headteacher, teachers and governors are working together well to make your school even better.
- Your parents and carers are delighted that you come to this school. What I have asked your school to do now.
- Help you to understand and explain what you have read.
- Give you more opportunities to make choices about the way you learn and to become more involved in checking how well you are doing. I thoroughly enjoyed talking with you about your work and watching you learn. I wish you well for the future. Yours sincerely Alison Cartlidge Lead Inspector

13 September 2007

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Yours sincerely

Alison Cartlidge
Lead Inspector