

# Flyford Flavell First School

## Inspection report

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<b>Unique Reference Number</b>	116676
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	338863
<b>Inspection dates</b>	16–17 November 2009
<b>Reporting inspector</b>	Derek Aitken

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

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<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	105
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Barrie Redding
<b>Headteacher</b>	Mrs Deborah Yarnold
<b>Date of previous school inspection</b>	3 March 2007
<b>School address</b>	Radford Road Flyford Flavell Worcester
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and held meetings with the chair of governors, staff and groups of pupils. They observed the school's work and looked at assessment data, individual education plans, monitoring and evaluation documents and policies and procedures. In addition, 63 parental questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of provision in Reception with a focus on the impact of assessment and tracking procedures on children's learning and development
- the progress of pupils in writing, especially boys, and in mathematics
- the contribution of assessment strategies to pupils' achievement and personal development
- the quality of pupils' cultural development.

## Information about the school

Flyford Flavell is a small rural school and almost all of its pupils are White British. The social circumstances of the pupils are generally favourable. The proportion of pupils with special educational needs and/or disabilities is well below average. Provision for the Early Years Foundation Stage is by one Reception class. The school works closely with the on-site pre-school group, Pippins, and an after-school club, both of which are managed by private providers and subject to a separate inspection. The school holds the Activemark award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Flyford Flavell is a good school, which is exceptionally well regarded by its parents.

Good provision in Reception ensures that children settle happily and get off to a fast start. They adapt well to the routines and quickly develop positive and confident attitudes which stand them in good stead for their later learning. Pupils also make good progress from Years 1 to 4, which enables them to reach above average standards by the time they transfer to middle school. Throughout the school, pupils make exceptional progress in reading. Standards in mathematics and writing have improved over the last two years but are not yet at the same high level as in reading. This is because the range of strategies to support pupils' progress in mathematics is not as extensive as in reading and pupils' capacity for quick, accurate mental calculations do not quite match their ability to think creatively to solve number problems. In writing, marking does not always provide them with good guidance as to how they can improve their work.

Teachers and teaching assistants know their pupils well. They plan very effectively together to ensure that learning activities chime with pupils' own interests and experiences and develop their imagination and independence. Good examples of these are the poems which pupils devised for Fireworks Day and the explorations they carry out on the lives of snails using the natural resources of the Forest School. Pupils are keen on art, drawing on the inspiration of international artists to create their own imaginative work, for example, robot art. Their natural curiosity is reflected in their good knowledge of foreign countries, but their knowledge of other faiths is more limited. The curriculum has significant strengths in ensuring that pupils practise the principles of a healthy lifestyle and pupils are exceptionally assured and confident in their understanding of how to stay safe.

The glue that binds this small school together is the outstanding quality of its pastoral care. Pupils recognise this when they say, 'We care for each other and the staff care for us'. Pupils respond exceptionally well to the staff's concern for their well-being from the moment they enter the school-gate in the morning.

The school has maintained its good quality provision since the last inspection and some elements of its work are now outstanding. The successful leadership of the headteacher is reflected well in the outstanding provision for pupils' welfare. Her drive to further improve standards is shared well by the staff. This is exemplified in the way that teachers have successfully implemented measures to raise attainment in mathematics in Years 3 and 4. These factors demonstrate that the school's capacity for sustained improvement is good. Monitoring arrangements for pupils' progress are also good and support all pupils, including the most vulnerable, well. Partnership work with parents is

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of high quality. Parents make a significant contribution to developing pupils' reading skills, for example, by listening to them read in school. The school makes a satisfactory contribution to community cohesion. Partnership work with other agencies and local schools is good, but much of the work to strengthen national and global links with other faith groups is still in the planning stage.

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

- Raise pupils' achievement in mathematics and writing further by:
  - giving pupils more practice to improve the speed and quality of their mental calculations
  - increasing the range of programmes to support pupils' progress in mathematics
  - ensuring written feedback consistently points to ways in which pupils can develop their writing skills more.
  - Accelerate the school's plans to make stronger links with schools of a different profile nationally and globally and, in so doing:
    - enhance pupils' multi-cultural awareness by providing them with more first-hand experience of meeting pupils of different faith groups.

**Outcomes for individuals and groups of pupils****2**

Children's skills, knowledge and understanding when they start Reception are in line with those expected for their age. Children make good progress so that, by the end of Reception, they are working securely within the Early Learning Goals and some children achieve beyond this level. In the last three years, there has been some fluctuation in standards, especially in Key Stage 1, which is not uncommon when classes are small and the needs of pupils vary. Overall standards have been above average in both key stages, and from time to time, well above, as in the current Year 3. Lessons seen during the inspection confirmed a continuing picture of good progress and above average standards.

Pupils do well in all subjects and especially so in reading. They develop their interests and skills well in guided reading lessons, 'bookworm club' and through action word schemes which support less able readers. Their progress in these lessons is closely tracked, so that they are soon able to move on to more difficult texts. At the same time, the staff are adept at questioning pupils on their reading, sparking their imagination and love of reading while developing their speaking, listening and thinking skills. The 'chatterbox group' is highly effective in helping more reluctant talkers acquire the confidence to speak in front of their class-mates. Assemblies are also used purposefully not only to develop pupils' literacy skills but also to cultivate a strong moral sense in pupils. A firm focus on developing pupils' capacity to reflect on their learning has been successful in boosting their reasoning skills in mathematics. On a few occasions, however, a lack of confidence in mental calculations holds back their progress in

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mathematics. Standards in boys' writing are now higher than they were as they are writing on topics which interest them more.

Support for pupils whose circumstances make them vulnerable, including those pupils benefiting from speech and language programmes, is targeted very well to help them keep up with their learning.

Pupils' enjoyment of school is reflected in their exceptional attendance and was eloquently expressed during the inspection when one class groaned their disappointment when the last lesson of the day drew to a close. Because they find school a fun place to learn, pupils behave well and develop positive attitudes to learning. All pupils demonstrate mature skills in being able to work well in small groups. They express themselves confidently, and frequently use a wide range of suitably expressive language. They concentrate well and persevere in their work, especially while reading, doing topic-based work and during class discussions at circle-time. These factors contribute well to the quality of pupils' learning and provide a firm foundation for the next stage in their education.

Even the youngest pupils can explain fully about potential dangers to health and there is a good take-up of the varied opportunities to engage in physical activity, such as tag-rugby.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>
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### How effective is the provision?

Teachers' infectious enthusiasm for their work sets the tone for a good climate for learning. They promote pupils' speaking and listening skills exceptionally well and give pupils good opportunities to learn through creative and practical activities. They question pupils effectively, and successfully develop their thinking and reasoning skills. As a result, pupils are often able to 'think outside the box' and devise alternative approaches to solving problems. These methods are highly effective in boosting pupils' self-esteem and sense of independence. Teachers plan well to allow pupils to consolidate their learning, but on a very few occasions, the activities planned for pupils' independent work do not allow them to continue learning at a fast pace. Teachers give pupils regular verbal feedback which helps them to understand how well they are doing but sometimes there is insufficient guidance in marking to enable them to extend their learning further.

The curriculum meets the needs of pupils well. Pupils' standards are closely monitored to highlight areas of relative underperformance and to establish new priorities. Good plans have been carried out to raise pupils' standards in mathematics and writing, although not all of these plans and other initiatives are fully embedded in the school's work. Currently, the school is developing topic-based approaches to learning. These complement well the school's extensive use of local resources and the Forest School to enable pupils to make effective links in their learning. Despite its small size, the school provides a good range of enrichment to cater for pupils' interests, especially in sport and music.

Pupils' welfare requirements are central to the work of the school and all adults work hard to ensure each individual pupil's needs are fully met. Excellent relationships ensure that pupils feel cherished and can enjoy many moments of shared laughter with each other and the staff. Monitoring procedures and arrangements to support vulnerable pupils are detailed and thorough and contribute very effectively to their well-being and progress. The school makes expert use of outside agencies to support individual pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### How effective are leadership and management?

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Staff know pupils exceptionally well and this, combined with good monitoring procedures, enables school leaders to identify trends in pupils' performance and to target actions shrewdly at key priorities. As a result, the school has reduced the gaps in outcomes in pupils' standards in the key skills. The headteacher leads by example and has created a close sense of teamwork amongst the staff. She has deployed staff well, both to enhance the professional development of their less experienced colleagues and to direct expertise to best effect within subjects.

The school promotes equal opportunities well. Targets for each pupil are challenging, which reflects the strong aspirations for pupils' progress and all groups of pupils achieve equally well. Arrangements for safeguarding pupils are of exceptional quality. These ensure that careful checks are made on adults, including those who have occasional contact with children, and that health and safety procedures are secure.

The headteacher is supported well by a knowledgeable and reflective governing body. Regular visits, which include sessions in which detailed notes are made by governors during their lesson observations, enable governors to evaluate accurately the quality of provision.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children make good gains in their learning and development from entering Reception with skills which are at the levels expected nationally. The school has good links with pre-school providers, and this helps the children to settle quickly in their new environment. The children soon become inquisitive and responsible learners by



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engaging readily in collaborative play. Children make fast progress in the teacher-directed activities in the classroom. This is because lessons are thoughtfully planned to engage children's interest and to help them to acquire and develop several skills simultaneously. For example, in a numeracy lesson children correctly identified various hidden shapes and the different number of sides each one had, and provided convincing reasons for their answers. Lesson summaries are exceptionally well used to help children pull together the threads of their learning. Relationships and attitudes are excellent and consequently children are responsive and motivated to do well. The teaching is adapted sensitively to match the next steps in the learning of different children, based on regular routine assessments of their progress. The teaching assistant provides very effective support to small groups, enabling these children to keep up with their learning. Teacher-led sessions are briskly conducted and the indoor resources are well chosen to enable children to extend their learning. While children make good use of the Forest School to widen their knowledge of the natural world, the quality of the outdoor covered area is satisfactory rather than good and the resources are not adapted well enough to extend children's independence and development to their fullest extent. The Early Years Foundation Stage is led and managed well. The teacher is steadily acquiring expertise in tracking children's progress and developing a more comprehensive overview of the quality of provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Almost two thirds of parents returned a parental questionnaire. These responses indicate an exceptionally high level of satisfaction with the school in all aspects of its work. In particular, parents appreciate the warmth with which the staff greet the children on a daily basis and single out the high quality of care that helps their children feel valued. This, in their opinion, enables the children to develop into well-rounded individuals. Inspection evidence fully corroborated these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Flyford Flavell First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	84	10	16	0	0	0	0
The school keeps my child safe	53	84	10	16	0	0	0	0
The school informs me about my child's progress	29	46	32	51	1	2	0	0
My child is making enough progress at this school	32	51	29	46	1	2	0	0
The teaching is good at this school	45	71	17	27	0	0	0	0
The school helps me to support my child's learning	36	57	25	40	2	3	0	0
The school helps my child to have a healthy lifestyle	45	71	18	29	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	75	13	21	0	0	0	0
The school meets my child's particular needs	38	60	24	38	0	0	0	0
The school deals effectively with unacceptable behaviour	33	52	28	44	1	2	0	0
The school takes account of my suggestions and concerns	31	49	28	44	0	0	1	2
The school is led and managed effectively	47	75	15	24	0	0	0	0
Overall, I am happy with my child's experience at this school	46	73	15	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 November 2009

Dear Pupils

Inspection of Flyford Flavell First School, Flyford Flavell WR7 4BS

Thank you all very much for making us so welcome in your school. We will remember how friendly you all were and how willing you were to share with us your thoughts about your school and tell us about your interests.

Flyford Flavell is a good school and these are the things we found that your school does well.

You get off to a good start in Reception and make good progress there and throughout the school. Your standards are above average. You are top-notch readers! Teaching is good and you really enjoy coming to school and the activities you do there.

The staff give you lots of attention so you are looked after really well. You quickly become grown-up and confident, and ready to try out new ideas.

You behave well and your understanding of how to be healthy and stay safe is really excellent. All the staff know the school well and are working hard together to make sure it keeps getting better.

In the last two years, pupils' standards in mathematics and writing have improved. We have asked the staff to carry on this good work, but also concentrate on:

- finding other good ways to help your progress in mathematics
- building your confidence in mental calculations by giving you more practice in this
- making sure that teachers' marking regularly shows you how you can improve your writing.

We have also asked the school to give you better chances to get to know about the lives of people of different faiths.

Best wishes for the future and keep up your super attendance.

Yours sincerely

Derek Aitken

Lead Inspector

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