



# Farlow CofE Primary School

## Inspection Report

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**Unique Reference Number** 123475  
**Local Authority** Shropshire  
**Inspection number** 292680  
**Inspection date** 22 February 2007  
**Reporting inspector** Barbara Crane

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>	Primary	<b>School address</b>	Farlow
<b>School category</b>	Voluntary aided		Kidderminster
<b>Age range of pupils</b>	4-11		DY14 0RQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01746 718661
<b>Number on roll (school)</b>	49	<b>Fax number</b>	01746 718661
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Jim Rodenhurst
		<b>Headteacher</b>	Alison Jones
<b>Date of previous school inspection</b>	10 June 2002		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This very small primary school is situated in a remote area of rural Shropshire. Children are taught in two classes and numbers have risen since the previous inspection. Children's attainment when they start school varies from year to year, but is generally below average and often lowest in personal, social and emotional development and communication, language and literacy. The school has an above average proportion of pupils with learning difficulties. Nearly all pupils come from White British families.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This school gives its pupils a good start to their education. As well as developing pupils' skills well in literacy, numeracy and information and communication technology (ICT), the school is good at boosting pupils' creativity. Parents are very pleased that their children benefit from the school's outstanding curriculum. One parent's comment reflected the view of many of the parents and pupils: 'My child is thriving due to the school's stimulating activities. Children take part in drama, singing, learning French and musical instruments and many sports.' The school has a warm atmosphere and is a happy place in which pupils are at ease with adults. The good care, guidance and support that the staff provide for pupils is reflected in pupils' good personal development and well-being. Pupils are treated as individuals and the staff work hard to find out how they learn best and meet their needs.

Thoughtful provision for the children in the Foundation Stage ensures a good start to their learning. Good teaching for all ages leads to pupils' good achievement. The high level of respect between pupils and staff and excellent relationships boost pupils' enjoyment in learning. Standards vary from year to year because only a few pupils take the national tests but are usually average by the time they leave the school. Pupils with learning difficulties make good progress towards their targets because of very effective support. Pupils often make excellent progress in mathematics because teaching challenges all abilities very well. Expectations of handwriting and punctuation are not high enough. Teachers mostly use assessments effectively to plan the next steps in pupils' learning but there are times when targets in reading and writing are not at the right level for more able pupils and this prevents them from making even better progress in their work. Pupils' work in art and design and music is of high quality and their skills in ICT are good.

Good leadership and management mean that all of the staff's talents are very well used to provide pupils with a rich diet for learning. The headteacher's vision and drive set the tone for the school's aim to get the best for pupils. The staff are happy in their work because they are valued and their professional development is well planned. Good self-evaluation means that the school has a realistic view of its effectiveness. Careful monitoring leads to the school identifying the right priorities to bring about improvement. Governors provide good support. The way in which pupils' achievement in mathematics has been boosted indicates the school's good capacity to improve.

### **What the school should do to improve further**

- Ensure all teachers have consistently high expectations for standards of pupils' handwriting and punctuation.
- Ensure that the targets set in reading and writing are sufficiently challenging for more able pupils.

## **Achievement and standards**

### **Grade: 2**

Children in the Foundation Stage do well and most reach expectations for their age in all areas of learning by end of the Reception Year. The school's systems for tracking individual pupils show that equally good progress is made by older pupils. Standards are broadly average by the time they leave. Their achievement in mathematics is particularly good. This is because teachers have consistently high expectations of all pupils and challenge them to think of different ways to approach problems or calculations. There is high quality work in art and design and music because the staff's specialist knowledge in these areas is used extremely well to boost pupils' learning. Handwriting and punctuation do not match other aspects of pupils' writing such as structure, texture and vocabulary. Pupils with learning difficulties make good progress and for some, there is very rapid movement towards their targets. This is because of well focused support for individuals. The most able pupils mostly make good progress but there are a few occasions when their rate of progress slows because targets are not quite high enough in reading and writing. Pupils use their good skills in ICT well to support their learning in different subjects.

## **Personal development and well-being**

### **Grade: 2**

Pupil's spiritual, moral, social and cultural development is good. Relationships between boys and girls and pupils of different ages are excellent. They show good consideration for each other and are quick to include classmates when they organise activities for themselves. This was very well demonstrated during a wet lunchtime when pupils in Years 3 to 6 independently set up a range of activities. Pupils' attendance is good. Their behaviour is good and in lessons it is excellent. Pupils show a high level of respect for adults and listen carefully to them. There are, however, a few pupils who find it difficult to regulate their behaviour when not directly supervised. Pupils are very keen to take advantage of extra activities. These help to boost pupils' excellent enjoyment of school. Pupils eat and drink healthily and know how to keep safe through activities such as 'Crucial Crew' training. The older pupils set a good example for the younger pupils to follow. The school council carries out its work to improve the school's community with a strong sense of responsibility. Councillors have gathered pupils' suggestions about how to improve the school's environment and these have been incorporated into designs for the outside play area.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching throughout the school ensures that pupils use their ideas and voice their views confidently. Teaching in the Foundation Stage quickly builds children's

understanding of the benefits of working together. Pupils have a very good vocabulary because teachers are good at extending pupils' language through asking questions. Excellent relationships between adults and pupils lead to calm classrooms in which pupils work hard to please the teachers. Interesting activities, where pupils work together to solve problems, lead to their cheerful engagement in learning. Assessments of how well pupils are progressing in mathematics are used very well to set challenging targets for pupils of all abilities. The recently devised system of target setting in reading and writing is working well for most pupils but lacks challenge on occasions for some more able pupils. Teaching for pupils with learning difficulties takes very good account of individual needs. Teaching assistants give expert support to groups and individuals. While pupils are taught a clear, joined style of handwriting and how to use punctuation correctly, teachers' expectations of pupils to use their skills are not consistent and this leads to pupils' lower performance in these aspects of writing.

## **Curriculum and other activities**

### **Grade: 1**

A vibrant and outstanding curriculum is planned for all age groups. Pupils use their literacy, numeracy and ICT skills well across all subjects because the teachers weave together the subjects of the curriculum extremely well. Pupils in Years 3 to 6, for example, use their skills very well, in planning how to make model monsters that work by pneumatics. Planning for reception and Years 1 and 2 pupils to make decisions has greatly improved since the previous inspection. Consequently, children learn through practical work and using their initiative. The school has responded to parents' and pupils' request for more extra-curricular activities very positively. Pupils say that they are spoilt for choice for activities to take part in outside normal lessons. Many pupils take advantage of these opportunities. A very exciting range of activities, visits and visitors greatly enhances pupils' learning and their progress. They visit museums and theatres and work with storytellers, cartoonists and visiting artists, as well as musicians.

## **Care, guidance and support**

### **Grade: 2**

The staff take good care of the pupils and so pupils feel secure and are happy at school. Pupils know who to turn to if they meet problems in their daily lives and say that they get help if they need it. Procedures for safeguarding pupils are good and there is thorough training for staff in child protection. Health and safety matters receive good attention and action is taken to reduce any risks that are identified. Pupils receive good guidance over how to stay healthy and safe. Pupils reflect this in their eagerness to keep fit, eat healthily and their awareness of how to keep themselves and others safe. There is good support for pupils with learning difficulties and provision is well organised to promote their good progress. The guidance for academic work is not yet as effective as it should be in helping some pupils to see how they can measure their own progress in reading and writing.

## **Leadership and management**

### **Grade: 2**

Good leadership and management are at the core of the school's success in promoting pupils' good achievement and a lively curriculum that ensures pupils' love of learning. The headteacher is an inspirational force and provides a clear direction in ensuring a breadth of experience for pupils that prepares them well for their next stage of schooling. She has effectively involved staff and governors in the school's self-evaluation process so that there is an accurate and shared view of its effectiveness. The school's priorities for improvement are firmly based on its analysis of data and checks on how well teaching supports learning for individuals and cohorts of pupils. The professional development of staff is well planned to link with the school's planning for improvement. The good partnership with parents and outside agencies ensures pupils' well-being. Governors provide good support for the school because they are well informed. They are steadily improving their ability to ask the right questions of the school to help it improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
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	2
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

Farlow C of E Primary School, Kidderminster, Worcestershire, DY14 0RQ

Thank you for giving me such a warm welcome when I visited recently. You were a big help to me in my work. You have a good school and told me that you enjoy helping it to improve.

This is what I found out about your school.

- Good teaching means that you achieve well in your work and really enjoy learning new things.
- You create a very happy and friendly atmosphere because you all get on together so well and help each other. Well done!
- You have an excellent curriculum and enjoy taking part in all the extra activities like drama, music and sport.
- You put into practice what you learn about eating healthily as well as keeping fit and safe.
- All of the adults take good care of you and give you help when you face problems.
- The staff work hard to provide the best for you and they know what to work on next because they check on how well things are going.

I have asked your teachers to do these things to make your school even better.

- Make sure that some of you are set targets in reading and writing that are just a bit harder for you.
- Help you to make your handwriting and punctuation better.

You can help by trying your hardest to make your handwriting neat and checking through your work to see if the punctuation is right. Keep on enjoying school and being with your friends. I wish you all the very best for the future.