

# Himbleton CofE First School

## Inspection report

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<b>Unique Reference Number</b>	116821
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	358038
<b>Inspection dates</b>	14–15 February 2011
<b>Reporting inspector</b>	Mary Hinds

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>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	63
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Green
<b>Headteacher</b>	Chris Gent
<b>Date of previous school inspection</b>	4 March 2008
<b>School address</b>	Nieght Hill Himbleton, Droitwich WR9 7LE
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## Introduction

This inspection was carried out by two additional inspectors. One inspector observed four teachers, while visiting six lessons. Two of the lessons were observed jointly with the headteacher. Inspectors held meetings with senior leaders, groups of pupils, and the Chair of the Governing Body. They observed the school's work and looked at the school's documentation, monitoring and assessment information, plans for improvement, important policies and pupils' work. The inspection team also looked at 55 questionnaires from parents and carers, together with those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It considered learning and progress in mathematics with a particular focus on more-able pupils.
- It explored how well teachers use assessment information to set challenging targets and plan lessons.
- It examined the rigour of the leaders' actions at all levels in monitoring and evaluating the effectiveness of the school.

## Information about the school

The school is smaller than other primary schools. Almost all pupils are of White British heritage. The proportion of pupils identified as having special educational needs and/or disabilities is below average. The school has gained the enhanced Healthy Schools Status and holds the Eco-schools Green Flag 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

Himbleton is a good school. The headteacher provides very effective leadership and is well supported by all staff, particularly the senior teacher. There is a clear sense of purpose and expectations are high. Capacity for improvement is good because self-evaluation processes have improved and provide the school with a realistic overview of strengths and areas for development. The most notable improvement since the last inspection is the tracking of pupil progress. This is leading to well targeted learning activities to meet the needs of all pupils, including the more able. Monitoring procedures provide senior leaders and the governing body with an accurate analysis of the quality of teaching and learning, although these are not as sharp as they could be, in relation to the quality of on-going assessments in lessons. Teaching is mostly good as teachers ensure that learning is active and provides opportunities for pupils to practise their basic skills across the good and well balanced curriculum. However, teachers do not always share with pupils precisely what they will be expected to learn by the end of the lesson and progress towards these learning goals are not assessed at key points in a lesson or at the end of a lesson. Furthermore, pupils are not always sufficiently engaged in assessing their own learning. Teachers' marking is inconsistent as it does not always refer to the progress pupils have made towards their targets, resulting in pupils sometimes being unsure of how to improve their work.

Improvements made to the school building and resources have enhanced both the internal and external learning environments. This, together with a very strong spiritual element to the work of the school, secures pupils' high levels of enjoyment and fascination in their learning. This is also reflected in their excellent attendance. Recently implemented personal learning targets and very positive relationships contribute strongly to the harmonious and caring ethos of the school and to pupils' personal development and learning. Parents are greatly appreciative of the school's work, as one parent comments: 'The teachers and staff put the needs of the children first and the result is a family environment in which children learn well.' Pupils have an exceptional appreciation of how to lead a healthy lifestyle and they demonstrate a mature and considerate approach to the responsibilities they are given both within school and the wider community.

Children in the Early Years Foundation Stage have skills, knowledge and understanding that are typical for their age and they make good progress. By the time children leave the Reception class, their attainment is often above age-related expectations in early reading, writing and mathematical skills. However, due to small cohorts, skill levels differ significantly year on year. This variation continues throughout Key Stage 1 and lower Key Stage 2, although progress is good and often outstanding, particularly in reading. By the time pupils leave at the end of Year 4, attainment is above age-related expectations, with a high percentage of pupils achieving the higher levels in reading and mathematics. There are no discernible differences between the achievement of different groups. All pupils

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make good progress, including those with special educational needs and/or disabilities, as they have personalised programmes that are specifically tailored to their needs.

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

- Improve the use of assessment so that all teaching is good or better by:
  - always sharing the learning outcome with pupils and making regular checks on progress both during and at the end of lessons
  - identifying how pupils can improve their work and giving them further opportunities to do this
  - providing opportunities for pupils to assess their work and identify their own areas for improvement
  - ensuring that school leaders regularly monitor these activities to improve these aspects of pupils' learning in lessons.

## Outcomes for individuals and groups of pupils

2

Pupils' enjoyment of learning in lessons was evident, for example, in a mathematics lesson, where their excitement and motivation to complete a well planned problem-solving activity was tangible. Pupils' positive attitudes to learning, ability to work well together, to listen respectfully to each other's contributions and eagerness to contribute their ideas adds enormously to their learning. The recent focus on speaking and listening is paying dividends as one Reception child remarked about his weekend: 'I went to a supermarket and it was stupendous!' Behaviour is good. Only occasionally, when teachers talk too much does pupils' concentration wander.

All groups of learners achieve well. Evidence shows that attainment at the end of Key Stage 1 is on track to rise in all subjects. Standards in mathematics dipped in 2010 in the Key Stage 1 assessments because less pupils achieved the higher level, but this is being tackled decisively through a variety of strategies including motivational problem-solving activities. Pupils with special educational needs and/or disabilities make good progress and achieve well because of the effective, targeted support they receive.

Pupils' understanding of the importance of healthy lifestyles is impressive. They talk with great enthusiasm about taking part in the school's range of sporting activities and the 'Five Alive' vigorous exercises at the beginning and during the day. There are no facilities for school meals but all pupils have exceptionally healthy lunch boxes and enjoy two pieces of fruit or vegetables a day. Pupils take great pleasure in taking on responsibilities by becoming reading buddies and Eco monitors, for example. All pupils are consulted and involved in making decisions about the school, for example some of the animal habitats were built by the pupils at their request. The school is at the heart of village life and pupils' involvement in the wider community is commendable. They have contributed to the fundraising for a new church kitchen and toilet and they hold regular festivals which are attended by the village community. Pupils are given many opportunities to reflect on their feelings, to empathise and to help others who are less fortunate than themselves. Pupils have a strong awareness of different cultures through art, poetry and music. Their appreciation of our multi-cultural society is well developed via links with an urban inner city school and their sponsorship of two children in Sri Lanka.

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*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>2</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>1</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
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

There is an excellent rapport between pupils and teachers. Teachers have high expectations of behaviour and attitudes to learning and pupils respond well to this. In the best lessons, teachers ensure the pace of learning is brisk. They encourage pupils to talk about their thinking with each other to consolidate ideas. In these lessons, pupils know what they are expected to learn, regular feedback is provided so that all pupils are aware of their success, helping them to move to the next stages of learning. However, these strategies to develop pupils' independent learning are not always used as effectively as they could be as there are lost opportunities for pupils to assess their own learning in relation to specific steps to success.

The creative curriculum meets the needs of all pupils. There are good links between subjects, enabling pupils to practise and consolidate their basic skills. In mathematics, the recent emphasis on problem-solving skills is enabling pupils to apply their skills in relevant and challenging contexts. Writing skills are developed well, with an effective balance across the curriculum in the teaching of basic grammatical skills and writing for a purpose. The outdoor learning areas make a substantial contribution to pupils' scientific understanding and personal development, as well as greatly enhancing their enjoyment of learning. The mini-beast hotel, pond and bird tables are used to provide first-hand

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exploration, where pupils work collaboratively to investigate key aspects of insect, fish and mammal habitats.

Good quality care and support is provided for all pupils. For some potentially vulnerable pupils, provision has an exceptional impact on their personal development because of targeted and sensitive support to help them overcome social and emotional difficulties. The school has good links with other agencies that provide advice and support. Transition arrangements are good, with regular liaison between pre-school settings and the middle school.

*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	3
<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>2</b>

## How effective are leadership and management?

The headteacher has been successful in developing a culture of high aspirations which is shared by everyone. Improvements are brought about as a result of accurate knowledge of the performance of different groups in the school. This effective action promotes equality of opportunity well as there are no significant differences in the achievement of different groups of learners. Community cohesion is good, as work to promote a harmonious culture within the school and in the local community is outstanding and there are good links nationally and internationally. Leaders' evaluation on the quality of teaching is accurate. However monitoring of teaching lacks some rigour because although there is a cycle of formal monitoring, it is not always sufficiently focused on the quality of on-going assessments in lessons to inform pupils about how well they have achieved the learning outcomes. The governing body knows the school well and monitors its progress towards challenging targets. It is clear about its statutory responsibilities. These include the school's safeguarding procedures, which meet requirements and are satisfactory. The school has a strong partnership with parents and carers. The school offers a wide variety of opportunities for parents and carers to support their child's learning and keep them safe, from reading workshops to internet safety in school and at home.

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*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>2</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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The Early Years leader has created an effective team where everyone works well together to ensure that children's welfare is given the highest priority, that they achieve well, and are happy, confident and independent learners. Children thoroughly enjoy taking part in the stimulating activities inside the classroom and in the general outdoor learning area. For example, the creative use of Peter and the Wolf provided an exciting context for the children to explore spatial awareness and to develop their mathematical language, where Peter tried to escape the wolf on a number grid. These skills were further developed by the use of information and communication technology as the children gave commands to mechanical robots. Induction procedures for children, parents and carers are good and this ensures that children learn and make progress straight away. Partnership work with parents and carers keeps them fully informed about their child's progress. Assessments are thorough and used to track children's progress, to plan activities that meet the needs of all abilities, and to set challenging targets. Children are well behaved, polite and caring of each other. Plans to address the lack of a designated outdoor area are soon to be implemented so that the children will experience continuous play.

*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	2



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Stage	
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## Views of parents and carers

An exceptionally high proportion of parents and carers returned questionnaire responses. The overwhelming majority of parents and carers are very positive about the school. They feel that their child is safe, making good progress, that the teaching is good and that the school is well led and managed. A number would welcome more consultation and communication regarding the progress that their child makes. The inspection found that the school regularly consults with parents and carers and their suggestions are considered fully.

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

Ofsted invited all the registered parents and carers of pupils registered at Himbleton CofE 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 63 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	67	18	33	0	0	0	0
The school keeps my child safe	43	78	12	22	0	0	0	0
My school informs me about my child's progress	27	49	23	42	4	7	0	0
My child is making enough progress at this school	27	49	23	42	3	5	0	0
The teaching is good at this school	31	56	22	40	0	0	0	0
The school helps me to support my child's learning	32	58	21	38	1	2	0	0
The school helps my child to have a healthy lifestyle	45	82	10	18	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)	22	40	30	55	0	0	0	0
The school meets my child's particular needs	27	49	25	45	3	5	0	0
The school deals effectively with unacceptable behaviour	21	38	26	47	5	9	2	4
The school takes account of my suggestions and concerns	17	31	23	42	8	15	4	7
The school is led and managed effectively	27	49	19	35	5	9	2	4
Overall, I am happy with my child's experience at this school	31	56	24	44	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



16 February 2011

Dear Pupils

**Inspection of Himbleton CofE First School, Droitwich, WR9 7LE**

Your school is full of fun. When I visited recently, I enjoyed talking to you in lessons and in meetings and around the school. I was pleased to see how well you behave. You certainly want to do well and try your best in lessons.

You attend a good school. You told us that you like your teachers and this is one reason why you are making good progress with your work. Most of you have an exceptional awareness of the important choices that need to be made to stay healthy. Your consideration and care for others is outstanding.

Your school is well managed by the headteacher, and she is very well supported by your senior teacher and the governing body. They work hard to improve the school and, together, they make sure that you are safe and secure. Your views are very much appreciated and valued, and they have been taken into consideration in the writing of this report.

In order to get even better, I have asked the school to consider ways to help you to become even more independent in your learning. To do this they need to:

- give you more guidance about how you can improve your work
- make sure you know what you will be learning
- check what progress you have made during lessons and how successful you are in achieving them at the end of the lesson.

You can help, too, by taking care to check your work and thinking about ways of improving it.

Best wishes to you all for a very happy and successful future.

Yours sincerely

Mary Hinds

Lead inspector

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