

Ombersley Endowed First School

Inspection report

Unique Reference Number	116905
Local Authority	Worcestershire
Inspection number	358052
Inspection dates	3–4 March 2011
Reporting inspector	Michael Farrell

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	5–9
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair	Elizabeth Hooper
Headteacher	Mari Jones
Date of previous school inspection	5 December 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons and saw six teachers; meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at data on pupils' progress, the special educational needs register, policies and records relating to safeguarding and scrutinised 40 parental questionnaires.

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

- Inspectors examined the attainment and progress of pupils in Year 3 and the impact of the school's interventions for these children over recent years.
- The effectiveness of the school's system for tracking pupils' progress, including the adequacy of the school's response to apparent previous inaccuracies in assessments, was examined.
- Inspectors looked at the effectiveness with which senior staff monitor, evaluate and improve their areas of responsibility, including the school's identification of pupils with special educational needs and/or disabilities.

Information about the school

The school is smaller than average and serves the village of Ombersley and the surrounding district. Almost all pupils are of White British origin. A very small number speak English as an additional language. A higher-than-average proportion of pupils is identified by the school as having special educational needs and/or disabilities.

A pre-school group not managed by the governing body uses the premises. Extended services include parental support and family learning programmes. The school has an Artsmark award (Gold) and Healthy School status.

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

Ombersley is a good school. It is well led and managed. The school identifies pupils with special educational needs and/or disabilities with care, seeking to ensure that once pupils make sufficient progress they are removed from the register of special educational needs. Rightly, it proposes that, over time, fewer pupils will be on the register. The school has investigated and responded to previous apparent inaccuracies in assessments so that it can now place confidence in its system of tracking pupils' progress. Safeguarding procedures are exemplary so that pupils feel very safe indeed. For example, pupils are very fully involved in carrying out risk assessments so, depending on their ages, they have an acute awareness of risks and potential dangers. The school has placed a particular focus on promoting community cohesion and, within its good partnership working, this area stands out. Parents and carers are engaged to an exceptional degree and value greatly what the school provides, including the parental/carers support and family learning opportunities. The school's self-evaluation procedures are well developed so that it knows itself well. For example, the quality of teaching is regularly and accurately assessed. The governing body is deeply committed to the school and supports and challenges it effectively. Senior staff monitor, evaluate and improve their areas of responsibility well. This, coupled with the ambition of the cohesive staff team to do better, gives the school a good capacity to improve further.

Outstanding care, guidance and support contribute to pupils' personal development, including their excellent awareness of healthy lifestyles and their outstanding contribution to the community. Very high-quality arrangements are made to ensure a smooth transition for pupils on entering, passing through and leaving school. Pupils are known very much as individuals and place great confidence and trust in staff to help and advise them. The school has been successful in improving attendance, so it approaches above average levels closely, despite absences for medical reasons, but is keen to do more. The good curriculum is particularly strong in providing creative, exciting activities and a wide range of activities after school which are popular and well attended. In lessons, relationships between adults and pupils are warm and trusting so pupils feel confident to contribute and ask questions. Questioning is used effectively to extend pupils' learning. Assessment is thorough and used effectively to inform subsequent lesson planning. Sometimes, sections of lessons where the whole class are being taught are too long and lessons are not always as well paced as they should be, slowing pupils' progress when this occurs. As pupils pass through the school, they make good progress and achieve well. Pupils in the present Year 3, whose attainment was below average a year ago, are now progressing rapidly because the school has put considerable effort into extra interventions, including a strong focus on writing. In the Early Years Foundation Stage, children make good progress and achieve well because the well-led and managed provision ensures they enjoy a wide range of stimulating activities and are very well cared for indeed.

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What does the school need to do to improve further?

- Increase pupils' progress and therefore raise attainment by ensuring lessons are always well paced and the parts of the lesson where the teacher speaks to the whole class are not too long.
- Improve attendance by developing a wider range of strategies to encourage attendance and by monitoring and evaluating their effectiveness.

Outcomes for individuals and groups of pupils

2

When children enter the Early Years Foundation Stage, their attainment is below national age-related expectations. As pupils pass through the school, they make good progress and achieve well. In Key Stage 1, achievement is good and mathematics is the strongest area. In Years 3 and 4 pupils continue to achieve well. Different groups, including boys and girls and pupils from minority ethnic backgrounds, similarly, make good progress. Pupils with special educational needs and/or disabilities make good progress because work is pitched at a level to enable them to achieve well and individual support provided as necessary. Older pupils, in their questionnaires, and pupils of all ages when speaking to inspectors said they enjoyed school a good deal. In a good literacy lesson on retelling stories and ordering events, younger pupils learned and achieved well. They enjoyed laying out pictures on the hall floor to represent the time sequence of a story. The safe and encouraging ethos enabled them to try hard and to answer the teacher's questions confidently. In a good numeracy lesson on problem solving, older pupils made good progress and achieved well because the lesson engaged their interest and work was well pitched to the different levels at which pupils were working. Pupils were able to follow and use directions of the compass to show different routes from one place to another, using increasingly complicated directions. Behaviour was good because it was managed well.

Pupils feel very safe indeed and this was conveyed in discussions with inspectors when pupils were very clear that there was always an adult they could go to for support. In lessons, too, pupils feel very secure and safe because of the warm and supportive ethos. Parents and carers, almost universally, feel their children are safe in school. Although, in their questionnaires, a few older pupils stated they did not think behaviour in school was good, pupils behave well in lessons and around school and are courteous and polite. They are very aware indeed of the importance of healthy eating and of exercise and many of the aspects of school they say they enjoy are related to physical or outdoor activities such as the 'forest school', an area of woodland adjoining the school. Regarding emotional and mental health, pupils are fully aware that they can talk to adults in the school if they have any concerns and have great confidence in the response. Pupils contribute excellently to the school community and are extremely proud to be members of the school council and eco committee and to be part of the school. In the local and wider community also, their contribution is outstanding and wide ranging. It includes hosting a tea party for older residents of the village, singing or dancing at village functions, and making links with schools in other countries. Pupils' attendance is average. It does not quite reach above-average levels, despite the school's strong efforts which have already led to improvements in attendance. This is in part owing to some families taking holidays in term time. Economic and work-related skills are well developed because of the contribution of good progress in basic skills and wide-ranging opportunities to find out about the world of work, including visits and visitors. Spiritual, moral, social and cultural development is good and

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particularly strong in spiritual and cultural aspects. Many opportunities are created to raise pupils' feelings of self-worth from the genuine and warm use of praise to awarding certificates for achievement. Pupils are keenly interested in other cultures and the different world religions and beliefs encouraged by visits to different places of worship.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching contributes to pupils' good progress and achievement because of good relationships, well-managed behaviour and questioning that is used well to extend pupils' language and thinking. In the interesting lessons, work is pitched according to the different levels at which pupils are working so that all are challenged well. Assessment is used effectively, including on-going assessments during the lessons and in sessions at the end of lessons, when pupils come together to review what they have learned. Teaching assistants support pupils well when they are working with individual pupils or small groups. When lesson expositions are too long and the lesson not as well paced as it should be, progress slows.

The well-planned curriculum leads to good outcomes for pupils. It provides innovative and exciting activities that pupils enjoy. Pupils are offered a broad range of activities planned carefully so that learning develops well and pupils' well-being is nurtured effectively. The curriculum engages pupils' interest so they can readily nominate a range of activities they like, such as the forest school, and the wide range of extra activities after school. Because

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the curriculum is developed to provide activities at different levels, pupils with different abilities all participate well. Good partnerships with others, including other schools, enable the best use to be made of expertise and resources, such as sharing musical equipment. Contributing to the community is a particularly strong aspect of the curriculum, including being fully involved in the life of the village.

Safeguarding procedures are very rigorous. Excellent provision is made for pupils whose circumstances make them potentially vulnerable and their families. Arrangements for children when they start at the school, as they move through the school and when they leave are very thorough, preparing pupils very well indeed for what is to come. A very large majority of parents and carers consider the school helps them support their children's learning. The school puts enormous effort into ensuring a welcoming and trusting environment for pupils. Outstanding guidance and encouragement is provided for pupils' personal health and safety. Work with families and agencies is deeply ingrained in the school's provision. Documentation is kept scrupulously. The school works successfully to improve attendance so that it closely approaches above-average levels, despite absences for medical reasons.

These are the grades for the quality of provision

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

How effective are leadership and management?

Teaching and learning are regularly monitored and lesson observations, including a joint observation, indicate the school has an accurate picture of its teaching. School development planning gives a good sense of direction to the committed and cohesive staff team, who are keen to improve further. Governance is good and the governing body works hard and effectively to hold the school to account, helped by the wide range of skills the various members have. The school involves parents and carers very fully indeed in all aspects of school life, as reflected in the very positive views of parents and carers about the school. Partners, including family support networks, contribute well to pupils' academic progress and very well indeed to pupils' well-being. Pupils are known very well as individuals, all make similar progress, and they are confident that any discrimination or bullying will be dealt with effectively. Asked what happens if there is any bullying, one very young pupil stated simply, 'Teachers sort it'.

Safeguarding procedures are very rigorous, documentation is kept scrupulously and procedures followed meticulously, all very carefully overseen by the governing body. High quality risk assessments fully involve pupils helping them develop a very clear understanding for their age of risks and dangers. This leads to pupils feeling very safe indeed at school. The school knows its population extremely well and plans for community

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cohesion with great care. Excellent planned and monitored work on community cohesion includes wide ranging activities. Links with schools in other countries, special weeks such as Africa arts week, hosting events for the village, and projects where activities are shared with other schools and partners leads to a very strong sense of community and a very good awareness of the wider community. As reflected in the good outcomes for pupils, the school provides good value for money.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress and achieve well. This is because planning is clear and teaching well focused so that the wide range of activities provided capture children's interest and help them play and learn together well. In a good lesson involving guided choice, children enjoyed the range of activities relating to a nursery rhyme and poetry theme and made good progress. Making star biscuits, pouring water or rolling balls down a spout, computer activities, and many other activities all engaged the children. Staff encouraged children's vocabulary well by listening, commenting and questioning the children. The children worked in pairs and small groups and interacted with each other very well so that social and personal skills were being developed very well. Indoor provision and good resources aid children's progress and well-being. Since the previous inspection, direct access to an outside area has been provided, including a covered space where children engage in role play, for example in a cafe. The adults work closely as a team, set a calm and harmonious atmosphere and ensure children are safe. The leader has a clear picture of the strengths and areas for development in the phase and is focused on raising standards, leading for example to developing new areas for the children to learn and play in.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Slightly fewer than 40% of parents and carers (40 of 99) returned questionnaires; an average response. All agreed their children enjoyed school, that the school met their children's needs, and that they were happy with the school overall. Almost all agreed their children were making good progress and that the school prepared their children well for the future. The most negative responses concerned whether the school deals effectively with unacceptable behaviour and whether it takes account of parents' and carers' concerns, although these were still agreed by most parents and carers. Overall parents' and carers' views were very positive and similar to the judgements made by inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ombersley Endowed 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 99 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	73	10	27	0	0	0	0
The school keeps my child safe	26	70	9	24	2	5	0	0
My school informs me about my child's progress	13	35	22	59	2	5	0	0
My child is making enough progress at this school	14	38	22	59	1	3	0	0
The teaching is good at this school	18	49	17	46	2	5	0	0
The school helps me to support my child's learning	16	43	19	51	2	5	0	0
The school helps my child to have a healthy lifestyle	21	57	14	38	2	5	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)	16	43	20	54	0	0	1	3
The school meets my child's particular needs	14	38	23	62	0	0	0	0
The school deals effectively with unacceptable behaviour	13	35	21	57	2	5	1	3
The school takes account of my suggestions and concerns	13	35	21	57	2	5	1	3
The school is led and managed effectively	11	30	24	65	2	5	0	0
Overall, I am happy with my child's experience at this school	22	59	15	41	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



7 March 2011

Dear Pupils

Inspection of Ombersley Endowed First School, Ombersley, WR9 0DR

It was lovely to meet you and talk with you when my colleague and I inspected your school recently. The survey completed by older pupils showed that you enjoy school. You also told me some of the things you liked, including the forest school and being with your friends.

Ombersley is a good school. It is well led and managed. You are extremely well cared for and supported so you develop very well as individuals. The curriculum is good and so is the teaching, so you learn well. Your behaviour is good and you are courteous and polite. The very young children do well because of the good things the school provides for them.

There are two things the school could do better, so I have asked the staff to do the following.

Make sure your lessons move along at a good pace and that you do not sit for too long when the teacher is explaining something.

Check what works best to keep attendance up and encourage it even more.

I am sure you will want to play your part by continuing to work hard in your lessons and making sure that you come to school as often as you can. I wish you all the best for the future.

Yours sincerely

Michael Farrell

Lead inspector

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