

# Pebworth First School

## Inspection report

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<b>Unique Reference Number</b>	116715
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	379287
<b>Inspection dates</b>	14–15 September 2011
<b>Reporting inspector</b>	Clive Lewis

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 category</b>	Community
<b>Age range of pupils</b>	5–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	40
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pam Veal
<b>Headteacher</b>	Peter Humphries
<b>Date of previous school inspection</b>	3 June 2009
<b>School address</b>	Pebworth Stratford-upon-Avon CV37 8XA
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## Introduction

This inspection was carried out by one additional inspector, who observed three teachers and five lessons and held meetings with groups of pupils, members of the governing body and staff. The inspector observed the school's work, and looked at documentation including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Questionnaires from 14 parents and carers, 19 pupils and five staff were analysed.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- To what degree do pupils make consistent progress across the school?
- What are the quality and rigour of the school's tracking and assessment system?
- What impact are subject leaders for English and mathematics having on teaching and learning?

## Information about the school

Pebworth First is a very small rural school. Pupils are taught in three classes. All pupils are White British. The proportion of pupils with special educational needs and/or disabilities is above average overall but fluctuates significantly from year to year. The school has recently entered into a federation agreement with the local middle school and at the time of inspection was in its second week of formal collaboration. The school has gained Healthy Schools status, the Activemark and a Green Flag award for its sustainable, eco-friendly initiatives.

**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

Pebworth First is a good school. Despite a high level of staff mobility since the last inspection, robust teamwork between the new Head of School, the acting headteacher, senior staff and the local authority has ensured that teaching and learning have improved steadily. This has resulted in improved progress and above average standards by the end of Year 5. The school's assessment and tracking systems are rigorous, and well-conceived priorities have been set for further improvement. Subject leaders and curriculum coordinators have a good understanding of standards and progress in their subject areas. They have made an important contribution to leadership and the school's drive for improvement. However, due to recent changes in staffing, they have not all had the opportunity to observe teaching practice in their subjects.

The overwhelming majority of parents and carers are extremely supportive of the school. One parent commented: 'My daughter is doing exceptionally well at Pebworth ... her education is being managed beautifully and she LOVES school!' Staff want the best for each child and, by working very closely with families, strive to achieve this goal. The quality of teaching in most lessons is good or better.

Teachers and other adults use the school's assessment procedures effectively to meet the needs of all pupils. As a result, all groups of pupils, including those with special educational needs and/or disabilities, make good progress. Good care, guidance and support ensure that all pupils are able to learn effectively and develop confidence, regardless of their individual circumstances. They have a good understanding of how to keep safe and of the need for healthy lifestyles. Parents and carers say their children enjoy coming to school. Pupils agree enthusiastically. This is clearly reflected in the above-average levels of attendance. Behaviour is good across the school. Pupils' spiritual, moral, social and cultural development is good. Pupils are curious about the world around them and embrace new experiences enthusiastically. They respect each others' needs and interests and engage well with pupils from different religious and socio-economic backgrounds. The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. The school has good partnerships with a wide range of external agencies which support learning well. It has strong links with the local community but links with communities further afield are developing more slowly. Initial contacts with schools in the United Kingdom and overseas remain areas for development in order to further enhance pupils' understanding of other cultures and lifestyles.

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The school accurately evaluates how well it is doing and what needs to be done next. The progress made since the last inspection and the enthusiasm of staff and pupils bode well for the school’s new venture into federation with the local middle school and give the school a good capacity for sustained improvement in the future.

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

- Ensure subject coordinators develop a better overview of how to raise attainment further by providing more opportunities for them to observe teaching and to evaluate its impact on pupils’ learning in their subjects.
- Broaden the impact on community cohesion beyond the school’s locality by widening links with other communities nationally and globally.

**Outcomes for individuals and groups of pupils**

**2**

Attainment on entry to the school varies considerably from cohort to cohort but is broadly average overall. Pupils make good progress. By the end of Key Stage 1 and by the time they leave the school at the end of Year 5, standards are above average in reading, writing and mathematics. The quality of learning in lessons and work in pupils’ books seen during the inspection confirm their good progress. In one good numeracy lesson, the teacher encouraged high levels of motivation by her energy and enthusiasm, maintained a brisk pace throughout and closely matched tasks to pupils’ ability so that all made good progress. Pupils with special educational needs and/or disabilities progress equally well because the support provided by class teachers, teaching assistants and outside agencies is carefully tailored to their needs. Pupils say they enjoy coming to school and this enjoyment is clearly reflected in the good levels of attendance. Pupils have a good understanding of what constitutes an unsafe situation and are confident that issues or concerns they raise will be dealt with promptly by the school. Their good behaviour makes a strong contribution to the good progress they make in lessons. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school’s health promotion strategies and understand the main threats to their health and how these can be avoided. They value their school community and enthusiastically take on responsibility and play a very constructive role in the school. Through membership of the school council, pupils from Year 1 upwards discuss issues facing their local area and have had influence on a number of decisions about school life.

*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:	2

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Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	
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>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is good. Teachers have good subject knowledge, which in most lessons, they use well to enthuse and challenge pupils and, in doing so promote good progress. Clear learning objectives and effective success criteria that are routinely shared enable pupils to assess how well they have learnt. Staff make good use of resources, including new technology, to illustrate key points, motivate pupils and thus enhance their learning. Good classroom management skills ensure that pupils work well together. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their reasoning skills. Support by teaching assistants makes a significant contribution to the quality of learning across the school. However, pupils' progress is occasionally hindered because teachers do not always ensure a consistently good pace to learning throughout the lesson. The rigorous whole-school assessment and tracking system provides teachers with secure data on pupils' progress as they move through the school. As a result of half-termly meetings to discuss individual pupils' progress, teachers have a good understanding of how well their pupils are doing and the action to take in order to support them effectively in reaching their challenging longer term targets.

The curriculum provides carefully adapted activities that ensure all groups of pupils experience success. There is a good emphasis on developing key literacy, numeracy and information and communication technology skills and on extending pupils' knowledge and skills in other subjects, including French, which is taught from Reception upwards. Staff plan the curriculum effectively and make links between the different subjects in order to make learning meaningful. The school's good and well-organised arrangements for the care, guidance and support of all pupils, including those with special educational needs and/or disabilities, contribute to their good development and well-being and support their learning well. Sensitively targeted

<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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support for pupils, who may at times be emotionally vulnerable, has contributed significantly to improvements in attitudes, behaviour, confidence and achievement. Pupils are secure, safe and well looked after.

*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>2</b>

## How effective are leadership and management?

Since the last inspection, leaders and managers have worked successfully to secure improvements in provision. Strong teamwork between staff, school leaders, governors and the local authority has resulted in improvements to teaching, to pupils’ progress and to the learning environment and provision for children in the Early Years Foundation Stage. Refinements to the whole-school assessment systems have made data easier for teachers to access and interpret and ensure that no pupil falls behind. Staff are strongly motivated and have a clear sense of direction. The governing body has a good overview of the school’s work and future priorities, and governors fulfil their roles appropriately. The governing body has worked effectively during the past 18 months to secure the school’s future by establishing close collaboration and investigating full federation with the local middle school. The school has developed excellent relationships with most parents and carers, regularly asking for their views and acting on the responses. This very effective liaison with parents, carers and with other partners contributes significantly to improvements in pupils’ well-being. Good links with local schools and community organisations such as the local sports centre and the local middle school, provide experiences the school cannot offer alone and these contribute well to improvements in pupils’ achievement and development. This fully inclusive school works effectively to remove barriers to learning and does not tolerate discrimination. Where there are minor variations in achievement, the school acts promptly to adjust the curriculum to narrow the gap. The school has good safeguarding procedures that reflect recommended practice across all areas of its work and meet government requirements. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school makes a satisfactory contribution to community cohesion. However, despite its very strong links with the local community, it has yet to fully develop wider national and global dimensions in order to give pupils a better understanding of what life is like for children in other areas of the United Kingdom and overseas.

*These are the grades for leadership and management*

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<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>2</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

Provision for the youngest children is good. School data from previous intakes demonstrate clearly that children make good progress in their first year in school. At the time of the inspection the four Reception children had only been attending school for a few mornings. Nevertheless, they were clearly enjoying school, were settling into the routines well and playing happily together or on their own, delighting in learning and seeing new things. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are supported well and are integrated effectively into all activities. Staff have good relationships with parents and carers through daily contact at the start and end of each day. Children in the Early Years Foundation Stage undertake a variety of whole class and group activities indoors and out. Provision for the outdoor curriculum is good. The Early Years Foundation Stage classroom has free access to a newly remodelled, spacious and secure outdoor area with a large covered area that allows the outdoor curriculum to continue in inclement weather. There is a good range of adult-led and free-choice activities both indoors and out that, together, promote effective learning. There are good systems for the long-term assessment and tracking of children's progress. Staff monitor and record children's progress on a day-to-day basis and this information is used well to plan work carefully to match children’s needs and enhance their rates of progress. Leadership of the Early Years Foundation Stage is good and self-evaluation secure. Adults have a good knowledge of the learning development and welfare requirements and the guidance for the Early Years Foundation Stage.

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



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<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

Parents and carers are very well satisfied with the school. All who responded felt that their children enjoyed school and all believe the school keeps their children safe, helps them have a healthy lifestyle and deals well with unacceptable behaviour. All feel that the school helps them support their children and meets their particular needs and declared themselves, overall, happy with their children’s experiences in school. Although the overwhelming majority of parents and carers feel that the school is well-led, there was a small degree of concern about the effectiveness of the school’s leadership and management. These are understandable concerns, given the recent turbulence in staffing and leadership. However, the inspection found that this was a temporary situation, which was managed effectively by the governing body, and has now been successfully resolved.

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

Ofsted invited all the registered parents and carers of pupils registered at Pebworth 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 inspector received 14 completed questionnaires by the end of the on-site inspection. In total, there are 40 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	50	7	50	0	0	0	0
The school keeps my child safe	9	64	5	36	0	0	0	0
The school informs me about my child’s progress	5	36	9	64	0	0	0	0
My child is making enough progress at this school	8	57	6	43	0	0	0	0
The teaching is good at this school	8	57	6	43	0	0	0	0
The school helps me to support my child’s learning	7	50	7	50	0	0	0	0
The school helps my child to have a healthy lifestyle	10	71	4	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)	8	57	6	43	0	0	0	0
The school meets my child’s particular needs	7	50	7	50	0	0	0	0
The school deals effectively with unacceptable behaviour	6	43	7	50	0	0	0	0
The school takes account of my suggestions and concerns	7	50	6	43	0	0	0	0
The school is led and managed effectively	5	36	7	50	0	0	1	7
Overall, I am happy with my child’s experience at this school	8	57	6	43	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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 September 2011

Dear Pupils

### **Inspection of Pebworth First School, Stratford-upon-Avon, CV37 8XA**

Thank you so much for helping me when I came to inspect your school recently. I enjoyed meeting so many of you and observing you at work and at play. You made me feel very welcome and made my short visit very enjoyable. Together with your parents and carers, you think Pebworth is a good school and I agree with you. You clearly enjoy learning and taking part enthusiastically in the many exciting and challenging activities the curriculum offers you. You make good progress and achieve above average standards. Your behaviour is good and I was very impressed with your good manners. You have a good understanding of how to live a healthy lifestyle and you feel safe and cared for in school. It was good to hear from the school councillors about how you are helping to improve the school. You told us that you greatly enjoy school and are proud to attend, and your above average level of attendance confirms this. Teachers work hard to help you to learn and to make sure you enjoy being at school. All the adults take good care of you. Your school is well led and managed and is continually improving.

To help you to make even better progress, we have asked the school to do the following things:

- Give teachers in charge of subjects opportunities to observe lessons so that they can find ways of making teaching and learning even better.
- Make plans to develop links with schools and other organisations in the United Kingdom and overseas so that you can gain a better understanding of the way communities live in other parts of the world.

You can all help by always doing your best and making sure you know your targets.

Thank you again for making me so welcome. I wish you all the very best.

Yours sincerely

Clive Lewis  
Lead inspector

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