

Honeybourne First School

Inspection report

Unique reference number	116688
Local authority	Worcestershire
Inspection number	395578
Inspection dates	29–30 May 2012
Lead inspector	Ken Buxton HMI

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

Type of school	First
School category	Community
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair	Martin Whittaker
Headteacher	Elaine Huntington
Date of previous school inspection	6 July 2009
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Age group	4–10
Inspection date(s)	29–30 May 2012
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Introduction

Inspection team

Ken Buxton

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed 11 lessons taught by seven teachers. Two assemblies were also observed. Meetings were held with senior leaders, staff, members of the governing body, and pupils. In addition, the inspector listened to pupils from Years 1, 2 and 5 read, and observed pupils' behaviour around school at break, lunchtime and at the end of the school day. The inspector observed the school's work and looked at a number of documents, including the school improvement plan, minutes of the governing body, a range of policies and the most recent review carried out by the local authority. The school's monitoring records regarding the quality of teaching and information on pupils' current attainment and progress were also scrutinised. The inspector also analysed and considered the responses from questionnaires returned by 41 parents and carers and those completed by pupils and staff.

Information about the school

Honeybourne First School is much smaller than most primary schools. Most pupils come to this small rural school from the village of Honeybourne and the surrounding area. The number of pupils attending the school has decreased slightly over the last three years. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils supported by school action plus or with a statement of special educational needs is higher than average. Pupils transfer to the local middle school at the end of Year 5. The school has an Activemark for its work in physical education and is registered as an eco-school.

The Honeybees Nursery, which is located on the school site, is not managed by the governing body and was not part of the inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school that ensures pupils are supported well and enabled to make good progress. The good leadership, governance and teaching result in lessons that are matched well to pupils' interests and capabilities in the mixed-age classes. It is not yet outstanding because pupils' attainment has not been consistently higher than average.
- Pupils achieve well. Children starting at the school in the Reception Year settle quickly into school routines. Pupils work well in all classes and enjoy learning because teachers make lessons fun and memorable. As a result, pupils do well and develop an enjoyment for learning. Analysis of the school's tracking data show that by the time pupils leave their standards of attainment are above average in reading, writing and mathematics.
- Teaching across the school is consistently good. This is because the school has a strong and appropriate focus on improving the quality of lessons. Support staff are highly skilled and make a valuable contribution to the progress pupils achieve. The high quality of teachers' marking is another factor that makes a strong contribution to helping pupils learn.
- Behaviour and safety are good. Pupils display very positive attitudes to school and learning. They are attentive throughout lessons and engage enthusiastically in their work. Relationships between pupils and staff are strong across the school. Parents and carers value the school highly and speak proudly of its influence on their children.
- The school's leaders are committed to strengthening the school further. The commitment and dedication of the whole team and, in particular, the headteacher is commendable. The relatively new leadership structure is working well to drive improvement and raise performance. The curriculum is highly relevant to promoting learning. The school's improvement plan is well conceived but not focused sharply enough on improving pupils' outcomes.

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What does the school need to do to improve further?

- Ensure pupils' attainment is consistently above average by disseminating best teaching practice to increase the number of outstanding lessons.
- Improve the effectiveness of the school development plan by:
 - fully involving all parties in agreeing the school's improvement priorities
 - constructing a clear timetable to monitor and evaluate the progress being achieved against each stated action
 - identifying clearly measurable success criteria, which can be used to evaluate the impact on pupils' outcomes.

Main report

Achievement of pupils

Pupils' achievement is good and improving. The overwhelming majority of parents and carers say that their children make good progress at the school. This view was confirmed by the inspection evidence. Children enter the Reception class with skills that are broadly typical for their age. The well-organised induction programme ensures that they quickly adjust to school and get off to a good start. Working in a mixed-age class, the children benefit from working with older pupils and quickly begin to develop their literacy and numeracy skills. This stands them in good stead, so that by the time they begin Year 1 almost all have reached or exceeded the standards expected.

As pupils move through the school they continue to make good progress. Pupils' attainment at the end of Key Stage 1 has improved this year and is now above average in reading, writing and mathematics. Although Year 2 pupils' reading skills are above average, it is the improvement in pupils' writing skills that have taken place this year that is particularly noteworthy. Similarly, the increase in pupils achieving the higher levels of attainment confirms that they are being suitably challenged and stretched. These improvements are due to the strong teaching team working well together and planning activities that interest and engage pupils in learning. As a consequence, there is little difference in the performance of different groups. For instance, disabled pupils and those with special educational needs are supported to make good progress and attain well. Similarly, there are no significant differences between girls' and boys' performance.

Pupils in the older classes also do well. They build upon their earlier experiences so that by the time they reach the end of Year 5 their attainment is above average in reading, writing and mathematics. Importantly, they acquire the skills and knowledge

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needed to transfer successfully to the next phase of education.

Quality of teaching

Teaching is good across the school. The inspection evidence confirmed the unanimous view of parents and carers that their children are taught well. Lessons are very successful at engaging pupils' interests and motivating them to want to learn. Teachers plan work carefully to match pupils' needs and monitor their progress regularly to ensure that they are on track. Lesson plans also explain clearly how the adults working in the class will support pupils' learning. As a result, the teaching assistants contribute very well to meeting the lesson's learning objectives and supporting pupils' development. Teachers support disabled pupils and those with special educational needs well and ensure that lessons are organised carefully to enable them to make good progress.

In the most successful lessons, pupils make rapid progress and become totally absorbed in the different activities. For instance, all the Reception and Year 1 pupils made very good progress learning French because the lesson was such great fun. All the pupils were able to respond appropriately to the teacher's instructions, which were spoken in fluent French, and join in the games and songs with great enthusiasm. Literacy lessons include a strong emphasis on teaching pupils to read. Reading books are chosen carefully to ensure that pupils encounter success and a suitable level of challenge. Pupils apply their knowledge of phonics well to 'sound out' unfamiliar words successfully. Similarly, pupils' moral and social development is promoted well.

Teachers use information and communication technology very well in their lessons to explain and demonstrate the activities being introduced. They use visualisers, which can display material onto the whiteboard, to very good effect thereby promoting useful discussion about how pupils' work can be improved. However, in a few lessons teachers do not emphasise explicitly their expectations of the high standards required to the pupils. Similarly, teachers sometimes forget to model the neat joined script they expect from their pupils when they write on the whiteboard.

Teachers regularly monitor and assess pupils' progress and attainment. The information gathered is used well to promote further learning. The quality of marking is excellent. Teachers pay great attention to the quality of pupils' work, and provide detailed feedback that praises effort and makes useful and sensible suggestions as to how improvement could be achieved.

Teachers are very committed to supporting pupils to learn. Homework is set regularly and matched very carefully to support the learning taking place in lessons. A very few parents and carers commented that the school places too great an expectation on its completion. However, all the inspection evidence confirms that the school is right in its approach and that the work being set is having a strong impact on promoting pupils' learning.

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Behaviour and safety of pupils

The vast majority of parents and carers state that there is a good standard of behaviour at the school and that their children are safe. All the inspection evidence endorses these views. Pupils' behaviour is good in lessons, around the school and over time. On occasion pupils' behaviour is outstanding. This occurs in the well organised lessons where learning is structured exceptionally well and pupils are engaged purposefully.

Pupils are polite, courteous and display good manners. Relationships are strong across the school, which encourages pupils to show due respect and work together cooperatively. When minor incidents do occur they are dealt with very well and the matter resolved quickly. The school's approach to promoting positive behaviour has played a significant role in bringing about improvement over time.

Pupils say that they feel very safe in school and that there are no incidents of bullying in any form. They know that any problems or difficulties they may encounter will be dealt with very effectively by the school's staff. Pupils have a good understanding of keeping safe when using the internet and when walking or cycling in and around the village.

Pupils' attendance is excellent. However, it was noticeable during the inspection that a small number of pupils were late arriving at school and joined their class once lessons had begun.

Leadership and management

The school's leaders are fully focused on driving improvement so that pupils achieve as well as possible. The team spirit is excellent, as is morale. Responsibilities are organised well so that all members of the staff know and understand their role, and make a valuable contribution to achieving the school's aims. The headteacher is very well respected and held in very high regard. Her strength of character and ambition for the school has been the catalyst for improvement. The strong and appropriate focus on improving the quality of teaching has resulted in pupils' attainment rising. The school's performance management systems are robust and linked closely to pupils' achievement. The priorities for improvement, identified at the time of the previous inspection, have been addressed successfully. Similarly, the recently implemented actions have brought about some rapid gains in pupils' attainment. For example, efforts to improve pupils' writing skills have been particularly successful.

The school's curriculum is well organised to deliver a programme of work that is balanced sensibly to meet pupils' interests and abilities. Learning is focused around topics so that links between subjects are emphasised and pupils can apply their learning in different contexts. Activities are planned carefully to ensure equality of opportunity for all pupils, thereby tackling discrimination successfully. The curriculum includes a strong and appropriate focus on developing pupils' spiritual, moral, social and cultural development. Assemblies and the school's promotion of personal, social

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and health education promote pupils' understanding well. As a result, pupils are gaining a good understanding of British culture and are broadening their understanding of the wider world community.

The governing body contributes well to the school's development. Its members are knowledgeable, show initiative and use their wide range of skills to good effect. Working closely with the senior leaders the governing body ensures that the school's safeguarding arrangements are secure and routinely reviewed. While the school's development plan provides a clear pathway for future improvement, it does not state clearly enough how progress will be monitored and evaluated and how the actions will impact on improving pupils' outcomes.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



31 May 2012

Dear Pupils

Inspection of Honeybourne First School, Honeybourne, WR11 7PJ

You may remember that I inspected your school recently to see how well your school is helping you to learn. I am writing to thank all of you for being so friendly and helpful. I really enjoyed talking with you, hearing you read, listening to your opinions and visiting your lessons to see you work. Thank you also for completing the questionnaires, which I took into account when I made my judgements. I thought you would like to know what I found out.

- You go to a good school.
- You achieve well and standards are higher than average.
- The quality of teaching is good and in some lessons outstanding.
- You feel safe and enjoy school.
- You behave well and use time well in lessons.
- The school's leaders are making the right improvements to help you to achieve even better.

To help them to do this, I asked if they would:

- ensure that pupils attain higher than average standards every year
- strengthen their improvement plan to make sure that they regularly check the progress being made towards the targets they have set.

Your teachers know that you can make even more progress and attain higher standards. You can play your part by getting to school on time, working hard in lessons and always doing your best.

I wish you the very best for your future at Honeybourne First School.

Yours sincerely

Ken Buxton
Her Majesty's Inspector

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