

# Offenham CofE First School

Myatt Road, Offenham, Evesham, WR11 8SD

**Inspection dates** 13–14 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards of attainment at Key Stage 1 are above average and pupils leave the school well prepared to succeed by the end of Key Stage 2.
- The vast majority of pupils make good progress in both their academic and personal development.
- Teaching and learning are good across the school and some teaching is outstanding.
- Teachers and other adults work particularly well together, ensuring that disabled pupils and those who have special educational needs make outstanding progress.
- Pupils enjoy the varied work they are asked to do and they especially enjoy working in the 'Forest School' which is used very well to help them learn.
- Behaviour is good because the school has good routines for behaviour that are used the same way by all staff.
- Pupils understand the different forms of bullying, but say that it is rare and the teachers deal with it very well. They say they feel safe at school.
- Pupils are taught about how to keep themselves and each other safe and have a good awareness of risk in different situations.
- The strong leadership of the headteacher, supported by an able senior team and teachers who are keen to take on responsibility, makes a very positive impact on the quality of teaching and learning in the school.
- A very clear emphasis on the spiritual development of the pupils ensures that the school has a caring and compassionate atmosphere that is shared and promoted by everyone.
- The governing body knows the school well and works hard to support the teachers and to make sure that any weaknesses are tackled.

### It is not yet an outstanding school because

- The progress and standards in mathematics are not as good as those in reading and writing.
- The regular marking that teachers give to pupils does not always include comments to help them to improve their work.

## Information about this inspection

- The inspector observed 12 lessons, of which two were joint observations with the headteacher. In addition, the inspector made a number of shorter visits to lessons to look at specific aspects of learning.
- Meetings were held with school staff, including middle leaders and senior leaders, a group of pupils and with representatives of the governing body. The inspector also met with parents and carers informally as they dropped their children off at the school and had a telephone conversation with a member of the local authority.
- The inspector took account of the 21 responses to the online parent questionnaire (Parent View) and other communications with parents and carers such as emails, in planning the inspection.
- Eight staff questionnaires were received and the inspector considered the responses to these.
- The inspector observed the work of the school, spoke informally with pupils and looked at a number of documents, including records relating to attendance, behaviour and the monitoring of the quality of teaching, minutes of governors' meetings, documentation about how the school manages and improves teaching and decides on pay, and documents relating to safeguarding.

## Inspection team

Simon Blackburn, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average primary school, serving pupils from Reception to Year 5.
- The proportion of pupils known to be eligible for additional funding through the pupil premium is below the average for schools nationally.
- Almost all pupils come from a White British background and the proportion who speak English as an additional language is well below the national average.
- The proportion of pupils supported through school action is well below average but the proportion supported at school action plus or who have a statement of special educational needs is well above average.
- No judgements are made about floor standards, because the school does not have any Year 6 pupils.

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

- By July 2013, improve progress and attainment in mathematics at both key stages and in numbers in the Early Years Foundation Stage by ensuring that teachers:
  - use all available information to match closely the work they set in mathematics to the needs and abilities of pupils
  - focus on how pupils use number in numeracy lessons and take all opportunities to teach mathematical skills in other subjects.
- Improve the written feedback that teachers give to pupils so that it helps them to improve their work.

## Inspection judgements

### The achievement of pupils is good

- Children join Reception with skills and knowledge that are slightly below expectations for their age. They make good progress as a result of lively and effective teaching and enter Year 1 with above average attainment, including in their personal, social and emotional development.
- Standards at Key Stage 1 dipped in 2011 but the underlying trend was of improvement to 2012, when pupils' attainment in reading and writing was well above average and particularly for those reaching the higher levels. The proportion of pupils reaching the expected level in the Year 1 phonics screening test was above the national average.
- Attainment and progress in mathematics are above average but are relatively weaker than attainment and progress in reading and writing. In some mathematics lessons observed during the inspection, the work given to the most able pupils was too easy. The school has identified that there has not been enough focus on the way pupils use numbers when making calculations.
- The schools' excellent tracking system shows that pupils currently make good progress. The school is being successful in narrowing the gaps in attainment between different groups. The very few pupils who speak English as an additional language have made excellent progress with their language skills and, as a result, have made good progress in all other subjects. Pupils eligible for support through the pupil premium make good progress because of targeted teaching to meet their needs.
- Disabled pupils and those who have special educational needs make outstanding progress as a result of the excellent identification of their needs and the support offered by teaching assistants in the classroom.
- Pupils are given a wide range of opportunities to read in their lessons, both to others and to themselves. Their standard of reading is good and even those pupils who struggle with reading know and use the techniques they have been taught to sound out the letters to make unfamiliar words.
- Pupils' communication skills are developed well throughout different lessons. Pupils' computer skills with are good because they have regular access and good support.

### The quality of teaching is good

- Teaching in the Reception class is at least good. The teacher and other adults plan exciting lessons and the children make rapid progress as they explore their learning both inside and outside, using all the resources made available and developing their social and personal skills.
- Throughout the school, the quality of teaching seen and the evidence of pupils' work show that pupils make good progress. Relationships in the classroom are good and teachers all have high expectations of the standard of work pupils should be aiming for.
- The close working relationship between teachers and teaching assistants serves the pupils extremely well. Lessons are planned jointly and the activities flow smoothly so that pupils get good quality support for their learning. As a result, eligible pupils for additional funding through

the pupil premium make good progress.

- Disabled pupils and those who have special educational needs make outstanding progress because their needs are identified precisely and they receive exactly the right support to enable them to thrive. Their progress against their targets for improvement is very carefully checked on a regular basis.
- In the best marking seen, pupils received very detailed feedback about their work and how it could be improved. This was the case in a literacy lesson in which pupils were also encouraged to respond to the marking and to correct their work before moving on. However, this level of challenge and reflection was not consistent across all subjects or classes. In most cases, work is marked frequently and thoroughly but pupils are not given enough information about how to improve their work.
- Pupils know their targets for each of their subjects and teachers give them regular verbal feedback about how they are doing in reaching their targets.
- The school uses its physical environment very well. The 'Forest School' is a feature that pupils want to talk about and enjoy working in. In a lesson for the Reception and Year 1 pupils, the enthusiasm and motivation was excellent and pupils were learning very rapidly not only how to make mud pies but also about the insects and fungi and about keeping safe in this wooded corner of the school field.
- Parents and carers are very clear that their children are well taught and pupils strongly share this view.

### **The behaviour and safety of pupils are good**

- Pupils enjoy being at school and have a real hunger for learning. This is evident from their above average attendance, punctuality, the excellent presentation of the work in their books and their comments during formal and informal conversations with the inspector.
  - All of the parents and carers who responded agreed that the school makes sure its pupils are well behaved and the inspector was able to confirm this during the inspection. Pupils are courteous and polite. They respect each other and move calmly around the school. Behaviour in lessons is good. Very occasionally, their enthusiasm can get to a point where noise levels rise so that some pupils find it hard to concentrate.
  - Pupils play energetically in the playground but are always compassionate to one another. When a Year 1 child grazed his knee he was helped and supported by three Year 5 pupils until a lunchtime supervisor attended to his injury.
  - Incidents of bullying are extremely rare but pupils have a good awareness of the different forms bullying can take and what to do if they come across it. Pupils have had lessons in road safety, 'bikeability' and fire safety and have a good understanding of how to keep themselves and each other safe.
  - Senior leaders have improved behaviour over recent years, including how the pupils start the day by lining up on the playground. One pupil, when asked how this was better, said, "They all
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got stricter, all at the same time,” which is a good example of how well staff work together to manage behaviour.

## **The leadership and management** are good

- The headteacher has an ambitious vision for the school. All staff share her commitment and determination to make teaching and learning outstanding for the pupils.
  - Leaders and managers have identified the relatively weaker performance of pupils in mathematics at both key stages. In 2011, they introduced measures to improve mathematics but when they checked what difference it had made in 2012 they found that it had not improved results in mathematics and numeracy as much as they had hoped. They have adopted a new strategy to focus on the use of number, with support from the local authority, and this has been more successful in improving rates of progress.
  - The school has an accurate understanding of how well it is doing. Views are taken from everyone connected with the school and progress data is looked at very carefully to work out what needs to improve. Proposed actions are recorded in detail and are then checked regularly by senior leaders and governors to make sure they are having sufficient impact.
  - The way the school covers different subjects is adjusted for pupils with particular needs, for example the small number of pupils who speak English as an additional language. As a result, they gain language skills very quickly. However, pupils do not have enough opportunities to practise their number skills across a range of different subjects.
  - Pupils enjoy a wide range of experiences which develop their spiritual, moral and social development, including some centred around the church. The school promotes equal opportunities and tackles discrimination well, fostering good relations with parents and carers and outside agencies.
  - The pupil premium funding is being well targeted. Currently, the school receives £8,000 a year to support eligible pupils and leaders and governors plan very carefully how it should be spent. They have spent a large portion of it on employing staff who can provide one-to-one support for pupils and this is enabling them to make good progress.
  - The formal performance management process (which assesses how well teachers are doing and reviews their pay) is well structured. It sets challenging targets for teachers to meet and reviews these thoroughly so that teachers can be given useful training to help them improve. It also shows that there is a good link between quality of teaching and advancement on the pay scales.
  - The local authority describes its support as 'light touch' but the school improvement adviser provides effective support and brings expertise to the relationship, which the school appreciates.
  - Arrangements to safeguard pupils meet statutory requirements.
  - **The governance of the school:**
    - Governors have a good awareness of the strengths and weaknesses of the school because they are closely involved in checking how well the school is doing. They regularly ask searching questions of school leaders and the local authority on pupil performance and
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financial issues and hold the school to account well. They compare the school's performance with that of other similar schools. Governors share the vision of the headteacher and recognise that the key priority is to improve the quality of teaching in the school even more. They are aware of the relationship between teacher performance and salary progression and have a good understanding of financial matters. Governors regularly assess their own training needs to get the best balance of skills to serve the school.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	116835
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	395618
<b>Type of school</b>	First
<b>School category</b>	Voluntary Controlled School
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	Worcestershire
<b>Chair</b>	Elizabeth Hazeldene
<b>Headteacher</b>	Denise Oates
<b>Date of previous school inspection</b>	2 February 2009
<b>Telephone number</b>	01386 442038
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