

# Overbury CofE First School

Overbury, Tewkesbury, GL20 7NT

**Inspection dates** 22–23 May 2013

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <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 |                      | Outstanding | 1        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, who is well supported by the staff and governors, has provided strong leadership, resulting in improvements to teaching and pupils' achievement.
- Teaching is typically good throughout the school and teachers are successful in engaging pupils' interest and helping them to make good progress in their work.
- Pupils make good progress in reading, writing and mathematics to reach standards that are usually above average by the time they leave the school.
- The attainment of pupils eligible for support through the pupil premium (mainly those eligible for free school meals) is above that of all pupils nationally.
- Disabled pupils and those who have special educational needs are supported to achieve well.
- Pupils behave extremely well. They enjoy school, try hard and want to do well. They have excellent attitudes to learning. Attendance is high and reflects pupils' enjoyment of school.
- Relationships across the school are very positive and adults make excellent role models. The pastoral care provided for pupils is strong and pupils respond very well to this support, which is a key factor in their good progress.

### It is not yet an outstanding school because

- In a minority of lessons, teachers do not always move pupils forward quickly enough in learning. This means that the pace occasionally slows.
- Teachers do not consistently apply the school's marking and feedback policy and pupils are not always given the opportunity to respond to teachers' advice.

## Information about this inspection

- The inspector observed 14 lessons or parts of lessons. Four of these lessons were observed jointly with the headteacher. In addition, the inspector made some short visits to small groups being taught by teaching assistants, heard pupils read and looked at their work.
- Meetings were held with pupils, governors and the school's staff. The inspector also had a telephone conversation about the school with a representative from the local authority.
- The views of 42 parents who responded to the on-line questionnaire (Parent View), as well as discussions with parents at the start of the school day, were taken into account. The inspector also received and considered 13 staff questionnaires.
- The inspector observed the school's work and looked at a number of documents, including the school's self-evaluation and planning for improvement, the information the school keeps on pupils' current progress and achievement, records relating to behaviour and attendance and the school's safeguarding information.
- The inspector observed morning playtime, lunchtime and attended an assembly.

## Inspection team

Sarah Somers, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for pupils in local authority care, those known to be eligible for free school meals or from service families) is below average.
- The large majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Pupils are taught in three mixed-age classes.
- Pupils leave the school at the end of Year 5 so government floor standards do not apply.

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

- In order to sustain and improve pupils' progress, increase the proportion of outstanding teaching through the school by making sure that:
  - learning in all lessons proceeds at a brisk pace so that pupils are moved forward as soon as they are ready to make the most progress they can in the time available
  - the school's clear policy for marking is applied equally rigorously by all teachers and that pupils are given the chance to improve their work by responding to teachers' marking

## Inspection judgements

### The achievement of pupils is good

- The small sized cohorts in the school mean that skills and abilities when children start school vary considerably from year to year. Children make good progress in Reception as a result of good teaching. Children settle quickly into the school's routines, enjoy learning and the stimulating range of activities.
- In the 2012 reading check at age six, a below-average proportion of pupils met the expected standard. However, there were a small number of pupils in the group. The school's own most recent assessment of reading skills shows that pupils' abilities have improved as new strategies for the teaching of phonics (letters and the sounds they make) are having an impact. The consistent teaching of phonic skills in ability groups is improving attainment.
- Pupils in Year 2 in 2012 attained above-average standards in reading and are on course to do as well this year. The good progress continues in Years 3, 4, and 5 and pupils leave the school at age ten with reading skills above those normally found at this age.
- Attainment in Year 2 varies from year to year because of the small numbers in each year group. In 2012 attainment was above average in reading, writing and mathematics. Pupils from all backgrounds, including disabled pupils and those with special educational needs, make good progress throughout the school and their achievement exceeds that of their peers nationally.
- Pupils eligible for the pupil premium consistently make good progress in line with their peers. Their attainment is at least in line with other pupils in the school and there are no gaps in their attainment in English or mathematics. This is an inclusive school where extra support is expertly targeted to meet individual needs and supports the work being done in lessons, thus promoting equality of opportunity.
- The vast majority of parents and carers who responded to Parent View agree that their children make good progress. Some parents did not agree that the school keeps them informed about their child's progress. However, parents who spoke to the inspector said that they are fully informed at all times. The school has a range of ways to inform parents through the year, including a weekly session at the end of the day for parents to come into school.

### The quality of teaching is good

- Teachers have a good understanding of their subjects, plan activities that are engaging and interest the pupils, and use their good understanding of how pupils learn to the full. Lessons are structured well so that new skills are introduced, building on what pupils already know and can do.
- The other adults who support pupils' learning play an important role in their good progress. They lead daily groups in the phonics sessions, as well as intervention and support groups for those with special educational needs. They have good questioning skills and discuss aspects of learning effectively with pupils, leading to good progress being made by the pupils in their care.
- Regular meetings about pupils' progress enable staff to discuss what each pupil needs to do to achieve even more, and how staff can bring this about in their teaching or through providing extra programmes of support.

- Work is usually set at the right level for individual pupils and the learning moves at a good pace and maintains pupils' interest. However, in a minority of lessons, for example when the teacher talks for too long, pupils are not moved forward in their learning quickly enough and the pace of learning slows.
- Teachers ask pupils carefully chosen questions to keep them engaged in each lesson, to consolidate learning, and to challenge their thinking by encouraging them to explain their reasoning. They also use questions well to assess understanding and to ensure that all pupils are clear about what is expected of them. For example, in a mixed-age, high ability mathematics lesson, pupils were asked to explain the mistakes that they had made in their work on decimals. Skilful questioning addressed misconceptions and accelerated learning for the pupils.
- The consistent use of an identified pupil to act as a 'learning expert' in each lesson, gives pupils the opportunity to explain their learning to the group and this contributes to pupils' good progress.
- The school promotes positive attitudes to learning through the use of a specific programme, which promotes high expectations. This has been effective in developing pupils' independence and taking responsibility for their own learning. One pupil commented to the inspector, 'Adults always assist us but not just by giving us the answer but giving us prompts to help us work out our own learning.'
- Relationships between staff and pupils themselves are excellent. This makes a real contribution to learning because they listen, share ideas and try their best for their teachers and each other.
- Teachers are quick to praise the pupils' work and ideas and suggest improvements. Staff provide written feedback on how they can improve their work. On some occasions, pupils are not consistently made aware of the next steps to take in their learning through teachers' marking of their work. There is sometimes a lack of opportunities for pupils routinely to respond to comments that have been made and, therefore, the impact of learning is lost.

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

- Pupils behave extremely well in their classes, in assembly, at break times and around the school. They enjoy their activities and want to do well. Pupils show excellent levels of concentration and attention in lessons and respect for each other's work and effort. There is no disruptive behaviour in lessons.
- Pupils love learning. They work well together, sharing ideas and supporting each other. In addition, they take responsibility for their behaviour and that of others. For example, older pupils support younger pupils and act as peer mediators in the playground. Pupils are polite, friendly and they listen to each other's views and celebrate each other's successes.
- Teaching and support staff make sure that the school is a welcoming, calm and orderly place. Staff expect the best of pupils' behaviour. Members of staff work together as a cohesive team and provide an excellent role model for pupils. They make sure that no discrimination is tolerated at all.
- Pupils say behaviour is very good and bullying of any kind is extremely rare. Pupils say that if there were any problems they would be quickly sorted out by the staff. Nearly all parents and carers believe that behaviour is very good.

- Pupils say they feel very safe at school. They identify possible hazards and make a contribution to a safe, positive learning environment. They have a good understanding of the dangers of internet safety and have a good awareness of possible dangers around them.
- Pupils' attendance at school is higher than in most schools and there is no persistent absence.

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

- The headteacher's leadership is clear and purposeful. Her determination that all pupils should have an equal chance of being successful lies at the heart of school improvement. Systematic checks on the quality of teaching and information on pupils' progress identify very accurately what the next steps in improvement should be. The ongoing focus on improving the quality of teaching has been successful so that teaching is typically good with examples of outstanding practice, ensuring learning is consistent for all groups.
- The headteacher has instilled a positive atmosphere based on the excellent relationships among the pupils and between the adults and pupils. There is a strong sense of team work among the staff and a desire to raise standards further. This was seen in the unanimous positive response from staff in their survey, all of whom agreed that they were proud to be a member of staff of this school.
- Rigorous checks on the work of the school take place regularly. Meetings to discuss pupils' progress reflect a clear focus on making sure the pupils' potential is reached and that teachers consistently track their achievement. These actions have resulted in improvements in teaching, learning and pupils' progress.
- Improving attendance to above-average levels has been a success. Leaders and all staff work well with parents and carers, ensuring there is no discrimination and that all pupils are treated equally.
- Even though the school is small, the headteacher has successfully distributed responsibility among staff. Teaching assistants feel involved and challenged in their work. Subject coordinators are developing a good range of strategies to check the quality of work in their areas of responsibility.
- Excellent relationships through the school, the development of high-quality artwork, pupil performances including the popular maypole dancing, sporting and music opportunities underpin pupils' spiritual, moral, social and cultural development.
- The partnership with parents and carers is strong. Nearly all those who added their thoughts to Parent View stated that they would recommend the school to other parents and carers. The recognition that the school is an extremely caring environment came through in conversations with parents and staff and was clearly demonstrated during the inspection. One parent commented, 'This is a fantastic school, a very friendly and caring school and staff are always so approachable.' This is a view that is held by many parents and carers who spoke to the inspector.
- Staff performance is managed effectively. Staff are encouraged to reflect on their practice and to continually improve through the targets identified for them. The school is good at making sure that training supports staff during this process.

- The school has close links with the church and the local community and works effectively with the local cluster of schools to share ideas, training and to help and support one another.
- There are effective safeguarding systems which make sure that pupils are kept safe.
- The local authority has provided effective 'light-touch' support for this good school.
- **The governance of the school:**
  - The governing body uses a good range of strategies to check the school's work. Governors are well informed about the school's performance and the achievement of pupils, and receive detailed reports. Regular checks regarding health and safety, safeguarding and child protection take place. Statutory requirements are met and the budget is reviewed regularly. Such good practice, together with appropriate training, is making sure that governors challenge and support the school. This allows them to raise questions, for example, about progress in phonics. The governors have undertaken a major role in development of the plans for an extensive, new building project. The management of teachers' performance is used well to challenge and improve the school. Governors know about the quality of teaching and what is done to reward good teaching and tackle any underperformance. The governing body is fully aware of its responsibilities regarding teachers' pay and systems for setting targets for teachers. Governors have a clear understanding of the pupils who are eligible for the pupil premium and how the funding is used to improve these pupils' progress.

## 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> | 116837         |
| <b>Local authority</b>         | Worcestershire |
| <b>Inspection number</b>       | 412657         |

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

|  |                              |
|--|------------------------------|
| <b>Type of school</b>                      | First                        |
| <b>School category</b>                     | Voluntary controlled         |
| <b>Age range of pupils</b>                 | 4–10                         |
| <b>Gender of pupils</b>                    | Mixed                        |
| <b>Number of pupils on the school roll</b> | 67                           |
| <b>Appropriate authority</b>               | The governing body           |
| <b>Chair</b>                               | Roger Keeling                |
| <b>Headteacher</b>                         | Pernilla Pascolutti          |
| <b>Date of previous school inspection</b>  | 29 September 2009            |
| <b>Telephone number</b>                    | 01386 725235                 |
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