

# Inspection of Abbey Park First and Nursery School

Abbey Road, Pershore, Worcestershire WR10 1DF

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Inspection dates: 2 and 3 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are happy and safe at Abbey Park First School and Nursery. Leaders want the best for all pupils. Pupils try hard to live the school values and do their best. Pupils enjoy coming to school. Leaders do all they can to make sure pupils attend regularly.

Leaders have set high expectations for pupils' behaviour. Incidents of bullying are dealt with effectively by school leaders. However, on occasion, behaviour in lessons is not as good as it could be, and a few pupils say that their learning is disrupted.

Pupils enjoy reading. Leaders have ambitious plans for teaching early reading. However, some inconsistencies in the teaching of phonics slows learning for a few pupils.

Pupils value the range of clubs, trips and visitors to school. Activities such as author visits, singing club and sports clubs allow all pupils opportunities to broaden their interests.

Parents and carers are positive about the work of the school. One parent's comment was typical of many when they said, 'My daughter is blossoming here. Any queries have been dealt with. It shines through how much the children are at the heart of everything here.'

## **What does the school do well and what does it need to do better?**

Leaders have designed an ambitious curriculum. It is clearly sequenced so that learning builds up over time. Leaders make sure that teachers have the subject knowledge and resources they need in order to teach well. Teachers check on pupils' learning in lessons and over time. This includes recalling prior knowledge and clarifying misconceptions in learning. This means that pupils' achievement is improving as they know and remember more.

Leaders have set out a clear approach to teaching early reading. Pupils read, and are read to, daily in school. Leaders ensure that books match the sounds that pupils are learning. This helps them to practise new sounds when reading. Pupils who fall behind in their reading are identified and catch up quickly. As a result of interventions that leaders have put in place, most pupils are becoming fluent, confident readers. However, there are some inconsistencies in the teaching of phonics, which means that at times, some pupils do not learn as well as others. This is because a few staff who are new to the school do not yet have the knowledge they need to teach phonics effectively.

Children in early years settle well to school life. Adults provide clear routines. They ensure that the needs of two- and three-year-olds are identified and met. For example, speech and language support is provided for those children who need it. Children develop confidence and independence through a range of well-planned

activities. Supportive adults help children to develop a sense of space and to move safely when using bicycles and large play equipment. Children enjoy listening and joining in with stories, songs and rhymes. This helps them to develop and practise early reading and number skills.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. Leaders work hard to ensure that these pupils get the help and support they need. In classrooms, learning is carefully scaffolded. Additional resources are provided as required. Adults provide extra support to help pupils with SEND to access learning alongside their peers. A range of external agencies provide specialist support to pupils. Parents are positive about the support their children receive. They praise the strong engagement to support pupils with SEND, which means that their children are successful at school.

Behaviour in lessons and around school is generally positive. The revised behaviour policy is having a good impact on improving learning behaviours in classrooms. However, it is not yet consistently applied. This is because leaders have not ensured that all staff fully understand the school's approach. When expectations of how pupils behave are not high enough, a few pupils become disengaged from their learning, which can occasionally affect the learning of other pupils.

Leaders make sure that pupils have a range of opportunities to develop personally. Pupils learn about different religions and cultures. This helps them to recognise and respect difference. At social times, pupils take on responsibilities such as distributing and collecting play equipment. Leaders make sure that pupils develop an age-appropriate understanding of healthy, safe relationships. For example, pupils are supported to build successful friendships, and additional support is provided for those pupils who struggle socially. The school's values promote opportunities to develop resilience and perseverance, for example during assemblies and through a range of learning experiences. Voting activities linked to the school's values allow pupils to develop an understanding of democracy. Pupils learn about right and wrong through the school's rules. They learn that they have a voice and can express their views and opinions. All this means that pupils are well prepared for life in modern Britain.

Governors are highly effective in improving the school. They identify the right priorities and hold the headteacher to account to ensure that these priorities are met.

Staff are positive about leaders. They say that leaders are considerate and respectful. Staff value the range of support from leaders to manage their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise the welfare of pupils. They make sure that staff know how to identify and act on any safeguarding concerns effectively. Leaders respond rigorously to concerns raised by staff. Leaders ensure that pupils get the help and support they need. This includes support from external agencies as required.

Leaders ensure that pupils learn about online safety, safety near water and road safety. Pupils learn about the importance of healthy, safe relationships.

Leaders make sure that all staff are subject to rigorous vetting procedures prior to starting work at Abbey Park First School and Nursery.

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

### **(Information for the school and appropriate authority)**

- There are some inconsistencies in the quality of the delivery of phonics teaching. This is because a few staff who are new to the school are not yet skilled in the school's approach to teaching phonics. Leaders should ensure that phonics teaching is consistently delivered, so that all pupils achieve well.
- Not all staff consistently apply the high expectations for behaviour. This means that sometimes, behaviour in classrooms is not as good as it could be. A very small number of pupils say that this sometimes has a negative impact on their learning. Leaders should ensure that all staff understand and consistently apply the behaviour policy.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	116716
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10256897
<b>Type of school</b>	First
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	180
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Clements
<b>Headteacher</b>	Rebecca Scully
<b>Website</b>	<a href="http://www.abbeypark.worcs.sch.uk">www.abbeypark.worcs.sch.uk</a>
<b>Date of previous inspection</b>	17 October 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of a federation, which also includes a middle school. There is one governing body that is responsible for all schools in the federation.
- The school runs a breakfast club and an after-school club.
- The school uses one registered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, physical education and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors observed pupils reading to a familiar adult. The inspectors reviewed reading resources.
- Inspectors reviewed a range of documentation on the school’s website.
- Inspectors scrutinised the school’s safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors observed pupils’ behaviour in lessons and at other times during the day.
- Inspectors held meetings with the executive headteacher, the head of school, the special educational needs coordinator, the designated safeguarding lead, curriculum leaders, representatives of the governing body and a representative from the local authority.
- Inspectors took account of responses to Ofsted Parent View and to the pupil and staff surveys.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

Darren King

Ofsted Inspector

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