

# Inspection of Upton Snodsbury CofE First School

School Lane, Upton Snodsbury, Worcester, Worcestershire WR7 4NH

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Inspection dates: 28 and 29 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

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

This school is at the heart of the village community. It is highly thought of by pupils and their parents. Pupils enjoy coming to school and attend regularly. Staff know the pupils extremely well. This allows them to ensure that pupils receive highly effective support for their emotional well-being.

Pupils feel safe in school and are kind to each other. If bullying happens, adults take it seriously and deal with it straight away. Many pupils say: 'We are a welcoming school – we welcome everyone here, whoever they are.' They behave well and have a good understanding of right and wrong. Core values of friendship, respect, responsibility, trust, thankfulness and forgiveness can be seen in pupils' positive behaviour.

Teachers have high expectations of pupils. Pupils work hard in lessons. They take great pride in their work. In some areas of the curriculum pupils achieve very well. However, this is not yet the case in all subjects.

Leaders promote pupils' personal development exceptionally well. Pupils understand how to be good citizens and frequently support their local community. For example, they pick litter and have recently baked buns for the residents of the community. There are many charities that the pupils support through fundraising. The whole school community gets involved with these.

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

Leaders have high ambitions for pupils. This includes pupils with special educational needs and/or disabilities (SEND). In most subjects, this ambition is realised. Leaders have an accurate understanding of what the school needs to do to secure further improvements. They have started making the improvements needed. This work is having a positive impact on pupils' achievement in most subjects. Where leaders have thought carefully about the precise knowledge pupils need to learn, and when, pupils achieve well. In subjects where this knowledge is not clearly identified, the gaps in pupils' learning are not always addressed by teachers.

Pupils get off to a good start with reading. Leaders make sure it is a high priority. This ensures that almost all pupils achieve well. Some pupils need extra help to secure knowledge of the sounds they learn. Staff notice this quickly and offer targeted support that allows them to keep up. The newly introduced phonics programme begins as soon as children start in Reception. Books are carefully matched to the sounds pupils know. This allows pupils to practise their phonic knowledge and is supporting them to become confident readers. Leaders promote a love of reading through the rich and varied texts the pupils enjoy. The recent trip to the library gave every pupil the opportunity to receive a library card.

Relationships are warm and attentive in Reception. Staff question children about their learning and promote opportunities for discussion and conversation. Children in the early years can speak well and use ambitious vocabulary for their age. They are able to concentrate for long periods of time, and they show perseverance in completing a wide range of activities. This means children are well prepared for learning in key stage 1.

Behaviour in lessons is good. Most pupils engage fully in their learning. As a result of leaders' priority on emotional well-being, pupils learn to manage their own behaviour when times become difficult. In most classes, pupils' behaviour does not disrupt the learning of others. However, sometimes a small number of pupils struggle to concentrate for longer periods of time. When this happens, they are not as focused on their learning. Most teachers support them well to refocus.

Leaders ensure that pupils benefit from a wealth of opportunities to learn about the world they live in. Pupils have many opportunities to engage in and discuss diversity. Pupils learn about a wide range of faiths. They are highly respectful and tolerant of views and opinions that differ from their own. The pupil parliament helps to make important decisions. They have recently helped to choose a range of books for classrooms that reflect the diverse world they live in. There are a wide variety of clubs that are extremely well attended and enjoyed by pupils, including yoga, gymnastics, dance, archery, gardening, arts and crafts and sports. Leaders place a high priority on pupils' mental health and teach them how to stay healthy, both mentally and physically.

Leaders do all they can to support staff. Staff report that they feel well supported by leaders. Governors know the strengths of the school well. They also have a good understanding of what the school needs to do to improve and are determined to make these improvements. They have ensured staff have lots of opportunities for training, so they can carry out their many roles well. They are providing suitable challenge as well as support.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders take their safeguarding roles and responsibilities very seriously. There are clear policies and procedures in place for all staff and visitors to follow. Staff know these policies and adhere to them. Leaders ensure training is up to date. They know all pupils very well. They are well placed to identify and act upon any concerns they have, however small. Leaders work well with external agencies to support pupils where necessary. They keep detailed records and share information in a timely way with the right people. Leaders ensure that thorough checks are completed on staff. These checks satisfy leaders that staff and volunteers are suitable to work with pupils.

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

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

- In a few foundation subjects, leaders have not identified the important knowledge and vocabulary that pupils need to learn. Consequently, pupils are not always taught the things they need to successfully build on their learning. Leaders should ensure the curriculum outlines, in detail, the precise knowledge pupils need to learn and in what order.
- In some foundation subjects, assessment is not used precisely enough. Teachers do not always identify gaps in pupils' learning. Leaders should make sure that teachers' checks on pupils' learning are used consistently well, so that pupils achieve well in all subjects.

## 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>	116854
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10256850
<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 9
<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>	Dr Elizabeth Hocking
<b>Headteacher</b>	Rachel Mayo
<b>Website</b>	<a href="http://www.uptonsnodsburyfirstschool.org.uk">www.uptonsnodsburyfirstschool.org.uk</a>
<b>Date of previous inspection</b>	22 March 2022, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Church of England Diocese of Worcester. The school's section 48 inspection was carried out in 2016. The next inspection is due within eight years of their previous inspection.
- Leaders do not make use of any alternative provision.
- The school has a breakfast club and an after-school club operating on the site. This provision is managed by the school.

## Information about this inspection

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

The inspector discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and senior leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and history. 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 also looked at samples of pupils' work in a range of subjects, including geography and music.
- The lead inspector spoke with the chair and vice-chair of the governing body.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors met with leaders about the school's safeguarding procedures. Inspectors reviewed policies and records relating to safeguarding, bullying, behaviour and attendance. Inspectors spoke to pupils and staff about pupils' safety.
- The lead inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.

### **Inspection team**

Keri Baylis, lead inspector

His Majesty's Inspector

Ian Hardman

His Majesty's Inspector

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