

# Inspection of Pebworth First School

Back Lane, Pebworth, Stratford-upon-Avon, Worcestershire CV37 8XA

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Inspection dates: 24 and 25 October 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

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

Pupils are proud of Pebworth First School and are happy to attend. It is a small school at the heart of the community. Pupils take an active role in their wider community, whether it be hosting a harvest lunch or their involvement in Pebworth in Bloom.

Pupils say behaviour is good at Pebworth and they are right. Older pupils are role models and care for younger pupils. All pupils say that they feel safe and know who to go to if they feel worried. Pupils live out the school's vision of 'CARE'; community, aspiration, respect and excellence are values that help pupils to build positive relationships.

Staff know each pupil extremely well, and as a result relationships between staff and pupils are very strong. The school has high expectations for pupils and these ambitions are realised. Pupils achieve well because their needs are met by dedicated staff. The school has risen to the challenge of designing an ambitious curriculum that meets the needs of mixed-aged classes.

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

Leaders have acted swiftly to refine and strengthen the school's curriculum. They have designed an ambitious and well-sequenced curriculum for mixed-age classes, which include a high proportion of pupils with special educational needs and/or disabilities (SEND). However, some of the foundation subjects are in an early stage of development. Not all staff have a deep enough understanding of the new curriculum in some subject areas.

The school has identified the key knowledge that pupils need in each subject. This builds over time towards clear curriculum end points. However, due to the very recent curriculum changes, some pupils have gaps in their knowledge in some foundation subjects. Leaders have not addressed all these gaps in learning.

The special educational needs coordinator knows every pupil with SEND in the school well. The needs of pupils with SEND are identified quickly so that effective support can be put in place to help them. Teachers successfully adapt lessons and scaffold learning for these pupils to ensure that they achieve well. Parents say that they feel well informed on the progress of their children and their needs.

The school prioritises reading. School and class libraries are used well, and pupils value the end-of-day story time. Children in Reception start learning to read as soon as they join the school. Pupils read books that match the sounds they know. Skilled teachers model sounds accurately and intervene in a timely fashion if pupils fall behind. As a result, most pupils learn to read fluently by the end of key stage 1.

Pupils behave well. Lessons are calm and purposeful and very little time is lost to off-task behaviour. Leaders have worked hard with families to ensure that they

understand the importance of regular attendance. As a result, attendance and punctuality have improved significantly.

Pupils understand how to be responsible and respectful citizens. They say that everyone is welcome at Pebworth First School, and they celebrate each other's similarities and differences. They learn about a range of faiths, which broadens their understanding of a range of different religions. This prepares pupils for life in modern Britain.

The curriculum teaches pupils about online and offline risks and how to keep themselves healthy and safe. Pupils understand what healthy relationships look like and how to be a good friend. Gardening club and outdoor education, such as orienteering, contribute to pupils' wider experiences. However, broader extra-curricular opportunities beyond this are limited. Leaders have detailed plans for further developing this area.

Governors are well informed and have an accurate view of the school. They hold the school to account for recent changes to the curriculum. Leaders and governors take account of staff workload when making decisions about school improvement. Staff appreciate this and are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some foundation subjects, the new curriculum is not fully embedded. This means that some pupils have gaps in their knowledge and do not have an understanding of the key concepts that are needed in order to build on new knowledge. The school should identify the missed essential knowledge and learning and address these gaps.
- In some subject areas, leaders do not have a full understanding of the content and sequencing of the new curriculum. As a result, staff are not always clear on what learning comes next in the curriculum sequence for these subjects. The school should ensure that leaders have the knowledge to support staff to implement the curriculum effectively in these 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	116715
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10290545
<b>Type of school</b>	First
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	14
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Philip Jones
<b>Headteacher in charge</b>	Linda McQuone
<b>Website</b>	<a href="http://www.pebworthfirst.worcs.sch.uk">www.pebworthfirst.worcs.sch.uk</a>
<b>Dates of previous inspection</b>	16 and 17 May 2018, under section 5 of the Education Act 2005

## Information about this school

- There has been a new headteacher and special educational needs coordinator since the previous inspection.
- The school uses one unregistered alternative provider.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also considered the curriculum in other subjects.
- The lead inspector met with a group of governors and examined records of governors' meetings.
- The lead inspector met with a representative from the local authority.
- The views of pupils, parents and staff were also considered, including through Ofsted's surveys.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Darren King, lead inspector

Ofsted Inspector

Julie Griffiths

Ofsted Inspector

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