



Honeybourne First School

Inspection Report

Unique Reference Number 116688
LEA Worcestershire
Inspection number 279874
Inspection dates 17 May 2006 to 17 May 2006
Reporting inspector Lois Furness AI

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

Type of school	First	School address	School Street
School category	Community		Honeybourne
Age range of pupils	4 to 10		Evesham, Worcestershire WR11 7PJ
Gender of pupils	Mixed	Telephone number	01386 830462
Number on roll	108	Fax number	01386 830462
Appropriate authority	The governing body	Chair of governors	Mr R Dunham
Date of previous inspection	8 May 2000	Headteacher	Mrs G Jones

Age group	Inspection dates	Inspection number
4 to 10	17 May 2006 - 17 May 2006	279874

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Honeybourne is a small first school, with nearly all pupils being White British. On entry to Reception, although most children have the knowledge and skills close to those expected for their age, a minority have below those expected, particularly in their speech and language skills. The proportion of pupils with learning difficulties and disabilities is above average. The proportion of pupils known to be eligible for free school meals is well below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features. However, it is not yet as effective as its own evaluation suggests. Procedures for self-evaluation are not rigorous enough. Pupils and parents are very pleased with the school. They appreciate the warm family atmosphere, the extensive range of clubs, visits and visitors that are available, and the good pastoral care. These strong features result in pupils behaving well and having positive attitudes towards learning. Good provision in the Reception class ensures that children progress well and achieve the expected levels by the start of Year 1. Sound progress across the rest of the school results in pupils attaining broadly average standards by the end of Year 5. The leadership and management have identified that, despite much recent improvement, there remain weaknesses in some aspects of pupils' reading, writing and mathematics work in Years 3 to 5. The use of assessment information, although satisfactory, is not used consistently well by all teachers to plan learning or set targets for pupils. Progress since the last inspection has been satisfactory. Clear and effective action plans combined with the commitment of staff and governors to move forward means that the school has sound capacity to continue improving. It provides satisfactory value for money.

What the school should do to improve further

- Improve the teaching of reading comprehension and writing, and calculation and problem-solving in mathematics to raise standards further.
- Ensure the information about pupils' progress is used thoroughly by teachers to plan learning and to provide pupils with clear guidance about how they can improve the quality of their work.
- Develop more rigorous procedures for self-evaluation.

Achievement and standards

Grade: 3

Achievement is satisfactory overall. Children achieve well in the Reception, making good gains in learning and in their social development. By the time they enter Year 1, the majority attain the expected level, with a few exceeding the expected level. Pupils make sound progress in Years 1 and 2, so that by the age of seven they attain average standards. By Year 5, pupils attain broadly average standards. However, in the past in Years 3 to 5, progress has not been good enough and a minority of pupils of different abilities has underachieved in reading, writing and mathematics. Effective action has been taken to rectify these weaknesses so that achievement is now satisfactory. The school rightly recognises that there is still scope for further improvement in pupils' reading comprehension skills and in their calculating including problem solving skills in mathematics. Also, pupils do not produce enough interesting, lively extended writing. A rigorous target setting system has only recently been introduced and in the past pupils' progress has not been carefully checked against agreed targets. Pupils with learning difficulties and disabilities achieve similarly to their peers. However, when

they are supported by teaching assistants they make good progress towards their learning targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Children settle well in the Reception class and by the time they start Year 1, they work and play happily together. These good attitudes continue throughout the school so that pupils enjoy their work and are eager to learn. Pupils' behaviour in lessons and around the school is good and there are good relationships between pupils and adults. Pupils say, 'this is a friendly place to be.' Attendance is satisfactory. Spiritual, moral, social and cultural development is good. Pupils have a good understanding of right and wrong, which they use effectively to devise sensible class rules. Pupils understand how to keep themselves safe and how to live healthy lifestyles. They recognise the importance of regular exercise, for example, through initiatives such as the 'walking bus'. They know the importance of contributing to the community. For instance, school council members are proud of their work in protecting the environment, as they carefully check the amount of rubbish collected in classrooms each week. Pupils generally develop sound skills which will help them in the future. However, these skills are not as good as they could be because of the weaknesses in some aspects of pupils' literacy and numeracy skills.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with good teaching in the Reception class. In this class, assessment information is used effectively to plan activities that are well matched to children's needs. However, throughout the rest of the school, assessment information is not used precisely enough to set clear targets to help pupils improve their work. In Years 3 to 5 much effective work has been done to strengthen teaching in English and mathematics. For example, a greater focus on speaking and listening and improving resources for drama mean that pupils are now achieving better in these areas. The school has now correctly targeted the teaching of reading comprehension and writing skills in English, and calculation and problem solving skills in mathematics as priority areas for further improvement. Across the school, the good relationships between staff and pupils help to encourage pupils to answer questions and to motivate them. Teachers usually explain tasks well so pupils have a good understanding about what is expected of them. Teaching assistants are deployed effectively to assist pupils with learning difficulties and disabilities ensuring they are involved in all lessons. Subject specialists are used to the best advantage. For example, pupils' gymnastics skills in Years 3 to 5 are well enhanced by the physical education subject leader teaching gymnastics to all pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall and meets statutory requirements. However, it does not always meet the learning needs of pupils in Years 3 to 5. In particular, there have been too few opportunities for extended writing in English, and for good development of pupils' calculation and problem-solving skills in mathematics. In the Foundation Stage, the curriculum meets the needs of children well, and this is reflected in the good progress they make. Outdoor provision for these young children is good, and much improved since the previous inspection. The outdoor environment is used effectively as a resource for learning by all year groups. The good programme for personal, social, health and citizenship education effectively boosts the pupils' capacity to stay safe and healthy. A large number of pupils participate in the good range of extra-curricular sports and arts activities provided for them. The curriculum is well enriched by visitors and a good range of visits including a residential visit for pupils in Years 4 and 5. These additional activities significantly enhance pupils' enjoyment of school.

Care, guidance and support

Grade: 2

The good relationships between pupils and adults are the direct result of good care, guidance and support. Adults know the pupils well and are alert to their concerns. Pupils are confident to approach an adult if they have concerns. Child protection and health and safety procedures are good, as are the arrangements for children when they first start school in the Reception class. Pupils with learning difficulties and disabilities are identified early and given sensitive support. Those pupils who are at risk are also supported carefully. Parents are very appreciative of the school's work in these areas. There are good links with parents, carers and support agencies, which help to ensure that relevant information is shared. However, the academic guidance provided for pupils is less secure. Information from assessment has not always been used well enough to plan learning or to set pupils challenging learning targets. However, this is improving.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher, ably supported by the deputy headteacher, is committed to providing a happy and positive experience for pupils. This is reflected in the good promotion of pupils' personal development and well-being and good provision for their care and support. Parents and pupils value the school's work and appreciate the opportunities they have to be involved in school improvement. The governors do a satisfactory job. They are very supportive of the school and have a reasonable grasp of its strengths and weaknesses. As yet, however, they have not focused rigorously enough on gaining a full picture of pupils' achievement, or on the results of actions to raise standards. The school has responded

satisfactorily to the weaknesses it has identified in teaching and pupils' achievement, and has put effective actions in place so that these areas are now improving. Also, recognising the need for the clearer setting of challenging targets in English and mathematics, the headteacher has introduced a more comprehensive computerised tracking system to target improvement and to involve pupils more in their learning. These actions, alongside satisfactory improvement since the last inspection, show that the school has the necessary capacity to improve.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children Thank you all so much for welcoming us to your school and for being so kind, polite and friendly. We enjoyed our visit very much and want to tell you what we think about your school. These are the best things: • The start that you get in the Reception class is good. The staff make a special effort to make sure you settle well into school and make good progress in your learning. • You really like school and you behave well. You and your parents are very pleased with the school's work. • The school cares for everyone and makes sure you are safe. You are confident that there is someone you can turn to if you need help. • School council members are very proud of their work in protecting the environment. • You enjoy the good range of clubs and activities outside of lessons. What we have asked your school to do now: • We have asked your teachers to help the children in Years 3 to 5 to make better sense of what they read, not only when reading books, but when they are trying to read and understand problems in mathematics. We also think these children need help in improving their number skills and should be given more opportunities to do longer pieces of writing. • We want your teachers to use what they know about how well you are getting on to plan lessons carefully and to give you more information about how you can improve. • We have asked the headteacher to check more carefully how well the school is doing. Thank you again for your help. Yours sincerely Mrs L A Furness (Lead inspector)