



# Inkberrow First School

## Inspection Report

**Unique Reference Number** 116689  
**LEA** Worcestershire  
**Inspection number** 279875  
**Inspection dates** 21 February 2006 to 22 February 2006  
**Reporting inspector** Andrew Watters HMI

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

<b>Type of school</b>	First	<b>School address</b>	Main Road
<b>School category</b>	Community		Inkberrow
<b>Age range of pupils</b>	4 to 9		Worcestershire WR7 4HH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01386 792284
<b>Number on roll</b>	91	<b>Fax number</b>	01386 793608
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Christine Sidwell
<b>Date of previous inspection</b>	3 April 2000	<b>Headteacher</b>	Mrs Heather Taylor

<b>Age group</b> 4 to 9	<b>Inspection dates</b> 21 February 2006 - 22 February 2006	<b>Inspection number</b> 279875
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## **Description of the school**

Inkberrow First is a small rural primary school. Nearly all pupils are of White British origin. The school serves a socially advantaged area. The pupils' attainment on entry is generally average. The number on roll has fallen recently but will rise slightly in the coming year. An approved plan to build more homes in the village has the potential to increase the school's roll in the future.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

The school judges its overall effectiveness as good and the inspectors judge it as satisfactory. This is because the pupils' progress and their achievements are satisfactory and not yet consistently good. There is still much to do to improve the quality of the pupils' writing. Standards are average overall, with some pupils reaching above average standards in English and mathematics. The school has a number of important strengths. It is very welcoming to visitors, has a strong family atmosphere and makes an important contribution to the local community. Overall pupils' personal development is good. The pupils feel safe and secure and they behave well. Parents are overwhelmingly positive and appreciate the many opportunities to take part in their children's education. The curriculum is varied, interesting and generally well planned. The quality of provision and standards in the Foundation Stage are good. Teaching and learning are satisfactory overall but there is not yet enough teaching that is of consistently good quality.

The headteacher provides good leadership. She is well respected by parents and staff. She receives very good support from the acting deputy headteacher and together they form an effective partnership. The school is well led and managed. There is a clear sense of purpose and educational direction. The pupils' progress in writing is tracked carefully and there are plans to extend this good practice in other subjects. Monitoring and evaluation are becoming increasingly systematic and rigorous, although the outcomes of lesson observations are not always followed up sufficiently quickly. Subject leadership is satisfactory overall. It is particularly strong in mathematics but weaker in English.

The school is demonstrating a good capacity to improve further. Whilst progress in recent months has been more rapid, overall progress since the last inspection has been satisfactory. The school gives good value for money in some areas of its work, such as the pupils' personal development, but overall value for money is satisfactory.

### **What the school should do to improve further**

- Improve the overall quality of teaching and learning by making sure that there is more direct teaching of key skills to raise standards in writing and to provide a greater level of challenge and support for all pupils.
- Continue to develop and extend systems for tracking pupils' progress and their achievements, linking these to the impact of improvements in teaching.
- Make sure that the outcomes of the focused lesson observations are followed up quickly in order to eliminate persistent weaknesses.

## **Achievement and standards**

### **Grade: 3**

The school's results in the 2005 national tests for 7 year olds were just below the national average. Few pupils reached above average levels in writing. In previous years, test results have been consistently above average and the school's assessment

information shows that this should be the case again in the 2006 tests. Standards overall are currently average. The school's test results show that many of the Year 4 pupils and some in Year 3 attain above average standards in writing. This is not always reflected consistently in their books and in other year groups, where weaknesses in handwriting, sentence structure and spelling persist. Rates of progress are satisfactory and most pupils achieve satisfactorily in relation to their different starting points and generally challenging targets. Some of the pupils in Years 3 and 4 make good progress. Although there is no significant underachievement, more pupils are capable of making faster progress in lessons and over time.

## **Personal development and well-being**

### **Grade: 2**

The pupils have positive attitudes and behave well. They are courteous, good humoured and sensitive to each other's needs. They try hard to do their best, particularly when their work is interesting and challenging. They are very welcoming to visitors and relationships are good. The school council is a very positive initiative and gives the pupils a voice in the day to day running of the school. The council has been successful in making improvements to the playground, raising money for charity and encouraging healthy lifestyles. The pupils enjoy coming to school. This is reflected in their good attendance which is above the national average for primary schools.

The pupils' spiritual and cultural development is satisfactory. Social and moral development is good. The pupils are taught the difference between right and wrong and are developing a good sense of justice, fairness and tolerance. Their growing awareness of environmental, social and global issues is helping them understand the needs of their community and lifestyles in other countries, for example, through the Forest Schools initiative and very positive links with a school in Zambia. These projects are also preparing them for adult responsibilities and the world of work. Pupils contribute effectively to the community through their involvement with the Friends of the School group and when entertaining local retired residents to tea.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning ranges from good to inadequate. Whilst it is satisfactory overall, there is not enough that is of consistently good quality. As a result, the rate of the pupils' progress in lessons and overall is not as good as it might be. In the best lesson, a brisk pace of learning, high expectations and well focused questions ensured that the pupils worked hard to achieve success in their tasks, which were challenging and matched well to their capabilities. In most lessons, the quality of relationships was good and teachers are beginning to come to terms with planning work that provides sufficient challenge and support to all pupils. Nevertheless, in too many lessons expectations were not high enough, there was too little direct teaching

of key skills and opportunities to tackle persistent weaknesses, particularly in writing, were missed. One of the school's priorities is to provide greater challenge for the higher attaining pupils but this was not reflected well enough in lessons or in the pupils' books.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is broad and balanced and provides many interesting and exciting contexts for learning. Visiting artists, authors and drama groups are much appreciated and enjoyed by the pupils and have a positive impact on their work, as revealed by the good quality of art displayed around the school. Good use is made of the local environment and visits to places of interest, for example, Hanbury Hall. The recently introduced residential visit to Malvern for Year 4 pupils reinforces the school's commitment to pupils adopting healthy lifestyles and developing their independence and social skills. A recent skipping campaign involved staff, pupils and governors in a project to promote personal fitness. The pupils greatly enjoyed this event. French is taught to pupils in Years 3 and 4 and after school clubs are well attended. Most pupils are well served by the curriculum and their progress is becoming increasingly well monitored.

## **Care, guidance and support**

### **Grade: 2**

The pupils are well cared for and receive a good level of personal support. The school is a very welcoming and safe community with a strong family ethos. Pastoral care is effective. The pupils said that they can talk to adults about their concerns knowing that they will be listened to and their opinions and views would be valued. Parents are overwhelmingly positive about the school. One parent said 'the school is a happy welcoming place for pupils and parents' and another stated that 'the school is more proactive, addressing internal shortcomings and building on its strengths'. Child protection procedures are thorough, checked regularly and understood by the staff. Health and safety procedures and risk assessments are carefully attended to and there are effective policies for dealing with bullying and racism, should they occur. Some pupils are reaching their challenging targets for learning but this is not yet a consistent feature in all year groups.

## **Leadership and management**

### **Grade: 2**

Following a period of uncertainty, the headteacher has brought much needed stability and sense of purpose to the school. She has put in place many important initiatives to raise standards and the level of pupils' achievements. She is resilient, positive and has high aspirations. She is determined to establish the highest quality of education for all pupils and embed recent improvements across all areas of the school's work. The headteacher receives very good support from the deputy headteacher, who is a

good role model for other teachers. Together, they form an effective partnership and give the school a good capacity to improve further.

The school improvement plan accurately identifies the school's most pressing priorities, such as improving the consistency of teaching and raising standards in writing. A good start has been made to establish systems for tracking pupils' progress. The acting deputy headteacher has carried out a very helpful analysis of the pupils' achievements in mathematics and used this to improve the quality of teaching in this subject. Parents, pupils and governors have also been involved in looking at ways in which the school could be more effective, for example, the 'change' project. Monitoring and evaluation are becoming increasingly systematic and rigorous and have had a positive impact on improving lesson planning. Teachers are given helpful feedback about how to improve their work but some important areas for development and the outcomes of lesson observations are not always given enough priority and followed up sufficiently quickly. Subject leadership is satisfactory overall. It is very good in mathematics but weaker in English. The chair of governors works closely with the headteacher and the governing body carries out its statutory duties well.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Thank you for welcoming us to your school. We have really enjoyed talking with you and visiting your lessons. You are all very friendly, cheerful and polite and have made sure that for the time we have been with you we have felt a part of your school. Thank you for sharing your work with us. We could see that you try hard to do your best and help each other. Well done!

We had a good time talking to your teachers and it was good to see how well you got on together. You enjoy coming to school, especially when you are given interesting and exciting work to do. Your teachers, the headteacher and all the other adults in school work hard to make sure that you are safe and well cared for. You told us that you really appreciate this and the fact that adults always listen carefully to what you have to say.

We have asked Mrs Taylor and the teachers to continue with all the good things that are happening in your school to make sure that you do even better in your work, particularly in your writing, that all your lessons are interesting and help you learn even more, and that any problems with your work are dealt with very quickly.

Thank you again for being so helpful and friendly.