

Pebworth First School

Inspection report

Unique Reference Number	116715
Local Authority	Worcestershire
Inspection number	279879
Inspection date	8 May 2006
Reporting inspector	Patricia Potheary

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

Type of school	First
School category	Community
Age range of pupils	4–10
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mrs Pam Veal Mrs Tara Collins-Bullock
Date of previous school inspection	Not previously inspected
School address	Pebworth Stratford-upon-Avon Warwickshire CV37 8XA
Telephone number	01789 720726
Fax number	01789 720726

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pebworth School is a smaller than average first school with only three classes, each containing two age groups. There are only 10 pupils in the oldest class. Well over a third of the pupils have special educational needs. A high proportion of pupils join the school at a time other than Reception and a smaller but significant number leave before the normal date. All pupils are of White British origin and come from a rural environment and broadly average socio-economic circumstances.

Key for inspection grades

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

Overall effectiveness of the school

Grade:

What the school should do to improve further

- Improve the way information on pupils' progress is organised and used at a whole-school level, to raise standards further.
- Set sufficiently challenging individual targets for pupils to improve their rate of progress, especially for those who are more able.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Good quality teaching ensures that most pupils learn well and make good progress. Teaching is strongest in the younger age groups, where it is sometimes excellent. In most lessons, teachers assess and plan well to ensure that pupils of different abilities have work to suit them, but this is not consistent. Many lessons make good use of creative, engaging work to hold pupils' interests and inspire them to want to do well. In one art lesson, linked to the forest project, the exceptional sense of purpose and concentration resulted in some wonderfully creative collages. Teaching is not consistent, however. Where it is satisfactory, pupils' individual targets are not assessed precisely enough to ensure that they reach suitably challenging goals. Work for those with learning difficulties usually enables them to do their best and teaching assistants make a skilled contribution to helping them achieve well.

Curriculum and other activities

Grade:

The outstanding and much improved curriculum is very well organised, meeting the needs of all pupils. Despite mixed age classes, pupils are able to build their learning systematically each year. There is a wide range of imaginative initiatives to help pupils increase their numeracy and literacy skills, especially in speaking, listening and reading, for all age groups.

There are excellent arrangements for pupils to learn about keeping healthy and staying safe. An extensive physical education programme and well-implemented elements of the 'healthy schools' initiatives are proving very effective.

Enrichment of the curriculum with very well attended lunchtime and after school clubs, visits and sporting opportunities is excellent. The 'Forest Schools' project adds an exciting environmental dimension to many lessons. All pupils learn French and many learn to play musical instruments. Residential trips and sporting fixtures against other schools help pupils become more independent, preparing them well for life in their next school.

Care, guidance and support

Grade:

Good care, guidance and support for pupils ensure that they remain safe and do well overall. Because the school is so small, staff know all the pupils very well and, supported by robust systems, promote their health and welfare very effectively.

Pupils' academic and personal development is monitored systematically and those with learning difficulties or disabilities are identified and receive good support. The information gathered is shared well with pupils and parents and most pupils know what they have to do to improve. However, this information is not always used well to predict sufficiently challenging targets for more able pupils, which results in some of them making slower progress than they might. Pupils and parents are guided well in their choices for future schooling and transition arrangements are very good, supported by some excellent links with neighbourhood schools.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Thank you for being so helpful and welcoming to us when we visited Pebworth School; we enjoyed the time we spent with you very much. We can see why you find the school such a good place to learn. We also enjoyed meeting the staff and joining you for some of your lessons.

What we liked most about your school:

- how much you learn and what good progress you make towards your targets
- how much you contribute to the way the school is run
- the mature way you behave, help others, and work so hard in lessons
- the large number of interesting subjects and activities you undertake
- the way the staff really care for you and guide you in your work
- the good way the headteacher and staff run the school.

What we have asked the school to do now to make it even better:

- look more carefully at how well each class does over time to try to make sure that all lessons are as good as the majority
- set more precise targets to help some of you reach your goals more quickly.

We wish you all the very best in the future,

Yours sincerely, Patricia Potheary Lead Inspector