



Offenham CofE First School

Inspection Report

Unique Reference Number 116835
LEA Worcestershire
Inspection number 279913
Inspection dates 14 March 2006 to 14 March 2006
Reporting inspector Alison Grainger AI

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

Type of school	Primary	School address	Myatt Road
School category	Voluntary controlled		Evesham
Age range of pupils	4 to 10		Worcestershire WR11 8SD
Gender of pupils	Mixed	Telephone number	01386 442038
Number on roll	103	Fax number	01386 42 44 17
Appropriate authority	The governing body	Chair of governors	Mrs Natalie Lyall
Date of previous inspection	19 June 2000	Headteacher	Mrs Denise Oates

Age group 4 to 10	Inspection dates 14 March 2006 - 14 March 2006	Inspection number 279913
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Situated in the Vale of Evesham, this small school draws most of its pupils from the village of Offenham, although a few come from further away. Each of the four classes includes pupils from two year groups. Almost all pupils are of White British heritage. The percentage with learning difficulties is broadly average. On entry to the Reception Year, almost all children have the knowledge and skills expected for their age.

Since the school was last inspected, there have been two changes of headteacher. The present headteacher took up her post at the start of this term

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 providing satisfactory value for money. Pupils and parents are pleased with the school. They particularly appreciate the warm family atmosphere, the strong pastoral care, and the wide range of clubs and activities additional to lessons. These features of the school result in pupils behaving well and forming positive relationships.

From entry to the Reception Year to the end of Year 5, pupils' progress is satisfactory overall. By the end of the Reception Year, almost all children reach the goals expected for their age because of the satisfactory quality of education provided for them. Results in the national tests at the end of Year 2 are broadly average. Standards are also as expected for the age of the pupils at the end of Year 5.

Although most pupils reach 'average' standards for their age, few exceed them. Pupils capable of higher attainment are not consistently challenged by the teaching and the curriculum and do not always do as well as they should. This is the case in all years, but particularly in Years 3 to 5. The guidance to help pupils make progress also requires development. Pupils are not told clearly enough what they are doing well and what they need to do next in order to improve their work.

Leadership and management are satisfactory overall. The new headteacher is working well with the staff. Governance has improved and is satisfactory. However, the school lacks rigorous procedures for self-evaluation to analyse how well teaching and the curriculum contribute to pupils' progress. As a result, the school has seen itself as being better than it is. Whilst the school's progress since the last inspection has been just acceptable, the teamwork of staff and the developments in governance result in the school having the necessary capacity for improvement.

What the school should do to improve further

- Ensure that the more capable pupils are consistently challenged by teaching and the curriculum to do as well as they should.
- Develop the guidance to pupils so that they understand clearly what they have done well and what they need to do to improve their work.
- Ensure that there is rigorous evaluation of how well teaching and the curriculum support pupils' progress.

Achievement and standards

Grade: 3

Pupils' progress is satisfactory overall from entry to the Reception Year to the end of Year 5. Whilst attainment is broadly as expected on entry to the Reception Year, many children are socially confident and have good speaking skills. These strengths are maintained. Children make good gains in developing their knowledge and understanding of the world because of the good attention given to this area. Relatively less focus is given to aspects of early writing, particularly letter formation, which results in progress

in this area being a little slower than in others. Nevertheless, almost all children are on course to reach the expected goals across all the areas of learning.

Pupils' results in the national tests at the end of Year 2 have been consistently average in reading, writing and mathematics in recent years. In 2005, however, no pupil reached the higher level for their age in either writing or mathematics. In Year 5, the standard of pupils' work is broadly as expected at this age in English, mathematics and science but, as in Year 2, there is little evidence of pupils working at a higher level.

Although the large majority of pupils, including those with learning difficulties, make adequate progress in Years 1 to 5, the more capable ones do not always do as well as they should. They underachieve because teaching and the curriculum do not provide them with consistent challenge.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. Standards in personal, social and emotional development in the Reception Year are good. Pupils of all ages enjoy school and this is reflected in the above-average attendance rate. They particularly appreciate the extensive range of clubs that provide additional opportunities for them to work and play together. Relationships among pupils and between pupils and adults are good.

Almost all pupils behave well in lessons and around the school. However, not all fully maintain involvement in activities when they are insufficiently challenged, such as when those in the combined Year 3 and 4 class work in pairs on the computers. Not all take enough care with the presentation of their work.

Pupils have the expected understanding of how to keep healthy and safe. There are some good features such as in pupils' recognition of the risks involved in outdoor activities. They satisfactorily develop the skills necessary for later life, such as in working together to solve problems. Their contribution to village activities is good. Their contribution to the school community is not as strong, mainly because the school council is still a fairly new initiative, although pupils undertake a good variety of day-by-day responsibilities.

Pupils develop awareness of the needs of others less fortunate than themselves, for example, through raising funds for charities. They have some knowledge of world faiths. However, they do not sufficiently develop understanding of the diversity of cultural traditions, values and beliefs of people in modern Britain.

Quality of provision

Teaching and learning

Grade: 3

Satisfactory teaching ensures that pupils make adequate progress overall. Pupils and activities are usually managed well in lessons. In the class for Reception Year and some

Year 1 pupils, for example, there is good organisation of resources. Learning is sometimes aided by one adult working with the Reception children and another with Year 1 pupils to ensure that the needs of both age groups are met. In all classes, warm relationships between staff and pupils support learning and build pupils' confidence.

Although teaching is satisfactory overall, assessment information is not used well enough to match work to pupils' differing needs. The result is that in Years 1 and 2, the more capable pupils are not consistently challenged and their progress suffers. This weakness is also evident to some extent in the Reception Year, for example in the teaching of aspects of writing such as letter formation. It is most significant in Years 3 to 5 where there is a tendency to 'teach to the middle' of the class and not to expect enough of those who are capable of working at a higher level. Pupils with learning difficulties are usually supported effectively. Teaching assistants are often appropriately deployed to assist their learning.

Curriculum and other activities

Grade: 3

The curriculum meets pupils' needs and external requirements satisfactorily. The learning opportunities in the Reception Year develop children's knowledge and understanding of the world well. A satisfactory balance between adult-directed activities and those that children work on independently builds securely on the good personal and social skills that many have when they start school.

Although all subjects are taught in Years 1 to 5, there is not always enough challenge for the more capable pupils, particularly in Years 3 to 5. The coverage of subjects following a three-year plan successfully prevents repetition of content. However, it does not ensure that the work for the older and more capable pupils is demanding enough.

Satisfactory links are made between mathematics and information and communication technology and work in other subjects. Work across the curriculum does not sufficiently develop pupils' skills in writing or their awareness of the cultural diversity of modern Britain.

An extensive range of clubs provides good enrichment of the curriculum. Other activities using the outdoor environment, in school and off site, make a good contribution to pupils' personal development and enjoyment of school.

Care, guidance and support

Grade: 3

The overall care for pupils is satisfactory. There is good attention to pupils' personal welfare. The warm family atmosphere and approachability of staff result in almost all pupils being sure that they have an adult to whom they can turn should the need arise.

Attractive displays in classrooms and corridors celebrate pupils' successes and help them to feel valued. Those who are vulnerable or who have learning difficulties are

given the necessary support. Child protection arrangements are secure. Care is taken to ensure that pupils work and play in a safe environment.

The quality of guidance to help pupils make progress with their school work is not as strong as the personal care. Teachers' marking does not tell pupils clearly what they have done well and what they need to do next to improve their work. Although pupils have individual targets to help them make progress, these are frequently too broad, are not referred to in marking, and are not reviewed often enough.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The new headteacher has quickly gained the confidence of parents and staff. This means that there is a real sense of teamwork in the school ensuring effective day-by-day management. All staff provide good examples for pupils in how they relate to each other and work together. Governance has improved since the last inspection and is now satisfactory. The governing body is well organised. It showed initiative and responsibility, for example in the appointment of the new headteacher. Governors and staff have ensured that there are satisfactory arrangements for gaining and acting on the views of pupils and their parents.

Whilst the school runs smoothly and the quality of provision is satisfactory overall, there are weaknesses in self-evaluation. The school lacks established procedures for the rigorous evaluation of teaching and the curriculum and how they contribute to pupils' progress. There is not a sharp enough focus on ensuring that all pupils consistently do as well as they should. As a result, the school has viewed itself as more effective than it is. In particular, the underachievement of the more capable pupils, and the reasons for it, had not been identified.

Even though there are significant shortcomings in self-evaluation, progress since the last inspection has been acceptable. Strengths have been maintained and there have been developments in the use of the outside environment to widen the range of activities for pupils. The teamwork of the new headteacher and staff, and the developments in governance, provide the school with the necessary capacity to improve.

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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>	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?	3	NA
The quality and standards in foundation stage	3	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?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	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	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	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?	3	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	4	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

Thank you for helping us when we visited your school. We enjoyed talking with you.

We found that you enjoy school, behave well, and get on well with each other. The adults in school look after you and make sure that you are safe.

We saw that you have many interesting activities, such as clubs, additional to lessons. You enjoy the activities that you do outside through 'Forest School'. These give you good opportunities to work and play together.

We found some things that your school could do better. We have asked the teachers to make sure that the work is always at the right level for you. We know that some of you could manage to do harder work.

We have also asked the teachers to tell you clearly what you are doing well and what you need to do to improve your work. This will help you to make more progress.

Your teachers are going to check up more on what they are doing to make sure that you get as much as you can out of being at school.

Thank you once again for your help and for being so welcoming to us.