



Pinvin CofE First School

Inspection Report

Unique Reference Number 116840
LEA Worcestershire
Inspection number 279915
Inspection dates 21 February 2006 to 21 February 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	Main Street
School category	Voluntary controlled		Pershore
Age range of pupils	4 to 9		Worcestershire WR10 2ER
Gender of pupils	Mixed	Telephone number	01386 552826
Number on roll	79	Fax number	01386 552826
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	22 May 2000	Headteacher	Mrs Pat Trivett

Age group 4 to 9	Inspection dates 21 February 2006 - 21 February 2006	Inspection number 279915
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pinvin Church of England First School is much smaller than most schools. Fewer pupils than usual are entitled to a school meal free of charge. Most pupils are of White British origin. There are a few pupils from a different ethnic background and from the nearby site for travelling families. Children's attainment on entry to the Reception class matches that expected. The proportion of pupils with learning difficulties and disabilities is about average but in some years it is much higher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. The inspection agrees with the school's evaluation of itself. Achievement by Year 4 is good and pupils attain above-average standards in reading, writing and mathematics. The achievement of the pupils currently in Years 1 and 2 is good, although there is evidence of the underachievement of Year 2 pupils last year. However, strong action has been taken and improved teaching and learning opportunities mean that achievement of these pupils, now in Year 3, has improved and is now satisfactory. The quality of learning in the Foundation Stage (children of Reception age) is good. Children settle quickly in a secure, caring environment where they make good progress. However, outdoor provision is not sufficiently developed. Teaching and learning are good throughout the school and teachers are skilful at planning exciting activities that engage the pupils' interest. As a result, pupils are happy, well motivated and want to come to school. As yet, pupils are not involved in evaluating how well they are doing and identifying for themselves ways of improving their work. Pupils' personal development is good. Parents are pleased with the school and feel confident to discuss any concerns with staff. Leadership and management are good. The headteacher, governors and staff work effectively together to develop a strong sense of community where everyone is included. The issues from the previous inspection have been rectified well and the school's capacity to improve is good. The school provides good value for money.

What the school should do to improve further

- Further improve achievement of the Year 3 pupils in reading, writing and mathematics.
- Involve pupils more in knowing how to evaluate how well they are doing and identifying how to get better in their work.
- Improve the outside provision for the children in the Foundation Stage

Achievement and standards

Grade: 2

Achievement is good overall. When pupils enter the school their standards are broadly average. By Year 4, pupils attain standards above those expected for their age in reading, writing and mathematics and their achievement is good. Pupils with learning difficulties and disabilities are supported well and therefore make good progress. Children of Reception age make good progress and the majority of them attain standards that are at least in line with those expected in all the six areas of learning by the time they enter Year 1. However, in the past, standards and achievement in Years 1 and 2 have not been as good as they should be. In 2005, standards were below average and targets were not fully met. Although there was a high proportion of pupils with learning difficulties, staffing problems contributed to the unusually low results, and performance was not good enough. However, the staffing problems have been resolved and improved teaching and learning is ensuring that these pupils, now in Year

3, are making significantly better progress. Already their achievement has improved and is at least satisfactory. The pupils currently in Years 1 and 2 are achieving well and are in line to meet or exceed their challenging targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being is good. Pupils speak enthusiastically about how much they enjoy school, because 'it is fun'. This view is confirmed by parents and by pupils' above-average attendance. Children of Reception age work happily together, sharing ideas and resources. Behaviour is very good and pupils show respect for each other and adults. They work together collaboratively and are supportive of their peers who need help with their work. They say they feel free from problems such as bullying. Pupils are keen to learn and show good attitudes in lessons. This contributes positively to the progress they make.

Pupils have a good understanding of right and wrong and their spiritual, moral, social and cultural development is good. Pupils happily take on increasing responsibilities as they grow older. In so doing, they make a good contribution to the school and the wider community. The way they collect money for the charity 'Children in Need' supports their development as responsible citizens. Pupils know about the need to live a healthy lifestyle and to keep themselves safe. However, although pupils know about the importance of healthy eating options, they do not always make sensible choices themselves. Pupils develop effectively the basic skills necessary for their next stage of education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, although there is evidence of unsatisfactory teaching and learning in the past which resulted in underachievement in Years 1 and 2. Teachers now plan lessons well, considering the needs and interests of the pupils. Imaginative activities are used to engage their interest. For example, an adult dressed up as 'Goldilocks' immediately inspired the pupils to begin their work and to develop further their problem-solving skills. Teaching assistants are used most effectively to support pupils with learning difficulties and disabilities. They ensure that these pupils are included well in activities and make good progress. Teachers mark work conscientiously and marking comments inform pupils why work is good and how it might be improved. However, pupils are not sufficiently informed about how to evaluate for themselves how well they are doing and how to improve their work. This limits the development of this useful learning skill.

Curriculum and other activities

Grade: 2

The curriculum has improved since the previous inspection and is now good. It provides pupils with a broad range of exciting activities and fully meets statutory requirements. Good use is made of the attractive accommodation, with evidence of good work in all subjects enhancing corridors and work areas. There is good provision for reading and mathematics, which enables pupils to make good progress. An innovative approach, through 'Literacy Gone Madd', is improving provision in writing. Although the indoor curriculum is good for the children of Reception age, the lack of a covered area and quality outdoor resources limit opportunities for teachers to develop the outdoor curriculum. There is a well-planned programme for pupils' personal development, including drugs education and knowing how to keep healthy and safe. There are good opportunities for pupils with learning difficulties and disabilities and those who are vulnerable, enabling them to make good progress and achieve well. Enrichment opportunities are good, with a wide variety of educational visits and visitors to the school adding further interest to pupils' learning. Pupils spoke enthusiastically about the extensive opportunities for extra-curricular activities, which are always well attended.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for its pupils. A strong emphasis is placed on ensuring their well-being, health and safety. This is much appreciated by parents. The procedures for child protection are good. Pupils say 'they feel safe in school'. They say that if they have any worries or concerns they can talk to any member of staff and be listened to and helped. All pupils are valued and staff are committed to making sure that everyone is included. There have been recent improvements in the tracking of pupils' academic progress and this is now good. However, pupils are insufficiently involved in assessing their own work and in knowing how to improve. Detailed assessments made of the work of pupils with learning difficulties and disabilities are used well to plan work tailored to their individual needs. Good use is made of external agencies to provide extra support for these pupils.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher, governors and staff work well together to make this school a harmonious and vibrant learning community. Equality of opportunity is promoted well and every child matters.

Self-evaluation is thorough and the disappointing performance of the Year 2 pupils in 2005 has resulted in firm action being taken. For example, a new approach to reading has resulted in improved reading and comprehension skills. Reading ages have improved significantly. Governors are productively involved in the school and ensure statutory

requirements are met. They have a good understanding of the standards pupils achieve, and what the school needs to do to improve further. Finances are well managed. Staffing difficulties have been effectively resolved and the school makes good use of all its resources to promote effective learning.

The school benefits from close links with other agencies, including the school nurse, the local education authority and a cluster group of nearby First Schools. The opinions of parents are valued. Parents feel that the school listens to their views and acts quickly in response to any queries or suggestions that they have. The views of pupils are sought in a variety of ways and staff respond positively to their ideas. The school demonstrates a good capacity to improve, as shown by its good improvement since the last inspection.

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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?	2	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	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	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	2	NA

The quality of provision

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

We really enjoyed visiting you when we came to inspect your school. We are grateful for the friendly way in which you welcomed us and your help in finding out about the school.

These are some of the things we especially liked

Your behaviour is very good and we like the way you are very willing to help each other.

You work hard for your teachers and they do their best to help you learn.

Your headteacher runs your school well and all of the staff help her to do this.

Those of you who find some work hard get very good support to help you improve.

Your parents and carers are right in thinking that you go to a good school.

We think these things should be worked on next

We have asked the headteacher to continue to check that the children in Year 3 make up some ground they have lost in reading, writing and mathematics.

We have asked your teachers to give you ideas about what you need to do to produce a good piece of work.

Although children of Reception age have lots of interesting things to do inside the classroom, they need to have much better things to do when working outside.

Thank you again for the warm welcome you gave us and for helping us with our work.