



# Embleton Vincent Edwards Church of England First School

## Inspection Report

**Unique Reference Number** 122290  
**LEA** Northumberland  
**Inspection number** 281221  
**Inspection dates** 12 January 2006 to 12 January 2006  
**Reporting inspector** Mr Stafford Evans

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

<b>Type of school</b>	First	<b>School address</b>	Embleton
<b>School category</b>	Voluntary aided		Alnwick
<b>Age range of pupils</b>	4 to 9		Northumberland, NE66 3XR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01665 576612
<b>Number on roll</b>	32	<b>Fax number</b>	01665 576612
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Gordon Coxon
<b>Date of previous inspection</b>	1 March 2004	<b>Headteacher</b>	Mrs Bernie Henry (Acting)

<b>Age group</b> 4 to 9	<b>Inspection dates</b> 12 January 2006 - 12 January 2006	<b>Inspection number</b> 281221
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

Embleton Vincent Edwards is a very small rural first school near Alnwick in Northumberland. The pupils come from a wide range of social and economic backgrounds. An average proportion of pupils are in receipt of free school meals. Attainment on entry to the school is broadly average. All pupils are of white British heritage. The proportion of pupils identified as having learning difficulties and/or disabilities is in line with the national average. The school has had an acting headteacher for almost two years during the long-term absence of the headteacher due to ill-health. The headteacher has recently retired. The school was identified in the last inspection as having serious weaknesses in the quality of education it provided.

## 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 that gives good value for money. These judgements match the school's own evaluation. It has improved a great deal since the last inspection. The school's previous designation as having serious weaknesses no longer applies. Standards by the time pupils leave the school are above the national average and pupils achieve well. In Years 3 and 4, pupils make outstanding progress in lessons. Provision in the Foundation Stage is good. Children make good progress and attain nationally expected standards by the end of Reception. Pupils in Years 1 and 2 achieve well and make good progress in their lessons.

The improvements have been brought about by the good leadership and management of the acting headteacher, ably supported by the governing body, all staff and local authority. The acting headteacher and the chair of governors have been pivotal in the improvements made. The acting headteacher's high quality teaching means she is an outstanding role model who encourages and inspires other staff in their drive for improvement.

The school is now successful and has good capacity to improve because the right priorities for improvement are set from the school's accurate self-evaluation. Teaching and learning are monitored thoroughly and any weaknesses identified are quickly put right. This ensures that teaching and learning are good. From reception to Year 4, good assessment procedures are in place to ensure that work is matched accurately to pupils' varying needs. However, in the Foundation Stage, when children carry out independent activities, these are not assessed as thoroughly as the rest of their work.

Parents are very supportive of the school, and report that they are very happy with the quality of education and care that their children receive. However, parents do not have enough information about how they can help their children in the next steps of their learning.

Pupils' personal development is good. They enjoy coming to school because their lessons are interesting and they feel safe, secure and know their efforts are valued. However, they have limited knowledge and understanding of the cultural diversity of life outside their locality. The attendance of the vast majority of pupils is good.

### What the school should do to improve further

- Raise standards further by involving parents in their children's learning to ensure that:
  - parents are clear about what their children need to do to improve;
  - parents know how they can help them do this.
- Increase the pupils' awareness and understanding of the cultural diversity of society.
- Build on the good procedures in reception, by improving the day-to-day assessment procedures for children when they carry out activities independently.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well by the time they leave the school. By the end of the Foundation Stage, children attain at least nationally expected standards and make good progress. Inspection evidence indicates that standards are well above the national average in English and above in mathematics by the end of Year 4. Compared with their low attainment and underachievement when in Year 2, Year 4 pupils have made outstanding progress in lessons and are on course to achieve well by the time they leave the school. There are too few pupils (four) in the current Year 2 to make a reliable judgement in comparison with schools nationally but they make good progress in lessons. The standards attained by Year 2 pupils in the 2005 national tests were above average. This means that the decline in standards over the previous three years has stopped. This is confirmed by the good quality of work seen during the inspection. Standards are currently higher than they were at the time of the last inspection. Pupils with learning difficulties and/or disabilities and those identified as gifted and talented achieve well. Pupils' targets for the standard they should achieve are clear and soundly based on their prior learning. They are set high and help pupils do as well as they can.

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

### **Grade: 2**

Pupils' spiritual, moral and social development is good. Their cultural development is satisfactory. Pupils have positive attitudes to learning, which is reflected in their enjoyment of school. They are keen to take on responsibilities, and older pupils are very caring towards younger ones. Pupils behave well in lessons and around the school. They have very cordial relationships with one another and with all adults in the school. There is a good level of involvement in events in the local area and with neighbouring schools. However, pupils have limited knowledge and understanding of the cultural diversity of life outside the immediate locality.

Pupils feel safe and try hard to adopt healthy lifestyles, and know a lot about healthy eating. They enjoy the sporting activities the school provides and know the value of exercise. They all learn to swim and understand the health and safety implications of being able to swim. Pupils develop the basic skills of literacy and numeracy to a good level. They learn to work cooperatively and collaboratively, and as a team. Thus, they have a good basis from which to develop further skills for later working life. Attendance for the majority of pupils is good, although some pupils miss lessons because they go on holidays during term time. The school reports that this adversely affects their learning.

## Quality of provision

### Teaching and learning

#### Grade: 2

Throughout the school, teaching is at least good and enables pupils with a range of needs to learn effectively and make good progress. Teachers analyse pupils' work and test results to identify areas of weakness. Then they accurately identify ways that pupils can improve their work. In the Foundation Stage, when children carry out independent activities, these are not assessed as thoroughly as the rest of their work. This means that staff cannot always be sure of what the children can do, know and understand after they have completed a particular activity independently.

All teachers plan and prepare interesting lessons. This ensures that pupils are motivated learners. Teachers' lesson plans show clearly what is to be taught and learnt. This helps the teacher and pupils remain focused on the purpose of the lesson and ensures that pupils produce a lot of good work. A great strength of the teaching is the excellent relationships between staff and pupils. This is the main reason why teachers manage pupils' behaviour so effectively. Homework provision is satisfactory but parents do not have enough information about how they can help their children in the next steps of their learning.

The outstanding teaching in Years 3 and 4 is characterised by very high expectations of what pupils are to learn. As a result, many pupils attain at least a level higher than that expected of pupils this age.

Pupils use computers well to help them learn. There is good early identification of pupils with learning difficulties and/or disabilities, which enables teachers to address any possible issues. In lessons, pupils with learning difficulties and/or disabilities have good support from teachers and the teaching assistant.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum, which is designed to ensure that all pupils receive similar experiences. There is good provision for children in the Foundation Stage, with a good, close link between indoor and outdoor learning.

Literacy, numeracy and information and communication technology provision is good. The school is on its way to developing a curriculum that ensures that pupils' learning is based more often on first-hand experiences. Teachers implement a well-structured programme of personal, social and health education. This has a great influence on the progress pupils make in their personal development. Pupils' learning is enhanced through a satisfactory range of activities outside lessons. Pupils' participation in these activities has a positive effect on their enthusiasm for school, and helps develop their good social skills and a healthy outlook on life.

## **Care, guidance and support**

### **Grade: 2**

The staff and governors ensure that the school is a very caring and friendly place where all pupils can feel very secure and happy. Child protection and health and safety procedures are fully in place. The school does a great deal to promote healthy eating and living. Pupils identified as having special educational needs receive good care and support from their assigned helper and are fully integrated into school life. Procedures for monitoring academic achievement and personal development are generally good. Teachers use this information well to help pupils towards the next steps in their learning. This ensures that pupils who need extra help receive it. However, procedures for monitoring children's independent work in the Foundation Stage are underdeveloped.

## **Leadership and management**

### **Grade: 2**

The acting headteacher, ably supported by all staff and governors, provides good leadership and management. There has been good improvement since the last inspection. This ensures that the school no longer has the serious weaknesses identified at the last inspection.

Over the two years that the acting headteacher has been in charge, she, ably supported by the chair of governors, has welded together an excellent team. Her teaching makes her an outstanding role model. This creates an atmosphere in school in which pupils learn in a harmonious atmosphere and make at least good progress. The school's monitoring and evaluation of its performance are good. Staff know what pupils' standards are and whether they are doing as well as they should. The acting headteacher has a very clear picture of how well pupils are taught. From this, the right priorities are set. This is reflected in the good school self-evaluation and school improvement plan. It reflects the school's strengths and weaknesses, with an accurate identification of the areas for improvement. This ensures that the school has good capacity to improve. Parents report that the school seeks their views and takes account of their suggestions and concerns. They are involved in the life of the school.

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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>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	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	2	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

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The School Council

Embleton Vincent Edwards Church of England First School

Embleton

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13 January 2006

Dear Children

I really enjoyed my visit to your school. Thank you very much for being so friendly and talking to me about all you do in school.

I would like to tell you what I thought about your school. You are right, it is a good school.

All the teachers and adults in the school care a lot for you and make sure you do well in your lessons.

The teachers do a good job of making your lessons interesting and fun. This means that you work hard and reach good standards by the time you leave the school.

Your behaviour is good and you care a lot about each other. You really enjoy school.

You are taught lots of good things. You know about staying safe, keeping fit and eating the right foods to make you healthy.

There are many smashing things about your school, especially the way everyone cares for each other. To help make sure that everyone can do even better I have asked Mrs Henry to:

work more closely with your parents to help you learn even more

give you more experiences and understanding of what life is like away from Embleton

make sure that everyone in reception knows how well they are doing when they work on their own.

Yours sincerely

Stafford Evans

Lead Inspector