

Evesham, Bengeworth CofE First School

Inspection report

Unique Reference Number	116809
Local Authority	Worcestershire
Inspection number	290641
Inspection date	21 March 2007
Reporting inspector	Ted Wheatley

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	4–10
Gender of pupils	Mixed
Number on roll	
School	332
Appropriate authority	The governing body
Chair	Philip Richardson
Headteacher	David Braham
Date of previous school inspection	25 February 2002
School address	Burford Road Evesham WR11 3HB
Telephone number	01386 442047
Fax number	01386 48303

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school is larger than average. Pupils are mainly of White British origin and a small number come from minority ethnic backgrounds. The main languages of pupils whose first language is not English are Polish and Bangladeshi. A few pupils have no English when they enter the school. Attainment on entry to the Reception Year is below the level expected and many children have poor language and communication skills. Pupils come from a wide range of social and economic backgrounds. The percentage of pupils with learning difficulties is broadly average.

The school has experienced several temporary staff absences in recent years, but these have now been resolved.

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 and improving school that has some outstanding features. The headteacher provides a very clear view for how the school should improve and he is well supported by all staff. The school has an excellent atmosphere for learning, based on outstanding relationships between pupils and staff. One parent wrote: 'The family atmosphere is a testament to excellent teamwork and strong leadership' and this is a true reflection of the school environment. The school is well led and managed. Senior staff have an exceptionally accurate view of what the school needs to do to improve and it is well set to improve further.

Pupils reach above-average standards. In Years 1 to 5, pupils of all abilities and from all backgrounds, including those arriving at the school with little English, achieve well. In the recent past, small numbers of pupils had underachieved relative to other pupils because of temporary staffing disruptions, but this situation has been rectified. Good provision in the Reception class means that children achieve well, especially in developing language and communication skills.

Good achievement is down to good teaching and learning. Teachers plan lessons well with a good range of challenging activities so that pupils find learning fun. Teachers' marking is usually good, but sometimes it lacks enough guidance to help pupils know how to improve their work. The curriculum is excellent. Vibrant displays around school reflect the very wide range of activities associated with trips, visitors and the use of the school's grounds. All of these activities engage pupils' enthusiasm and contribute effectively to their learning and personal development. The range of activities outside of lessons, such as clubs, is good and there is a high level of participation by pupils.

Pupils' personal development and well-being are good. Their behaviour, attitudes and enthusiasm for school are outstanding. The attendance rate is above the national average and has improved since the school was last inspected. The great majority of pupils have a good understanding of the importance of healthy lifestyles and have readily adopted the healthy eating and regular physical exercise the school encourages. Care, guidance and support for pupils are good. The quality of personal care in ensuring pupils' well-being is exceptional and contributes significantly to the outstanding relationships between pupils and adults. The quality of academic guidance is generally good but not all pupils understand what their targets are or how they can reach them. Nevertheless, as a parent said, 'The school develops a 'can do' attitude in children which equips them well for life'.

What the school should do to improve further

- Ensure that marking helps all pupils to know what to do to improve their work and that all pupils understand their targets and how to reach them.

Achievement and standards

Grade: 2

Standards are above average and many pupils reach levels well above those normally seen by the end of Year 5. The results in end-of-Year 2 national assessments and in the school's own assessments in Year 5 have exceeded the standards expected at these ages over recent years. Occasional dips have been caused by temporary staffing disruptions. These disruptions have

stopped and achievement has picked up again. Pupils' achievement is good, and sometimes very good.

Pupils with learning difficulties make good progress as a result of sensitive, accurate support that helps them reach their targets. The small proportion of pupils from minority ethnic backgrounds, some of whom have little English language when they join the school, all make good progress. This good progress is due to effective support that is closely matched to these pupils' needs. In the Reception class, children make good progress, especially in developing language and communication skills.

Personal development and well-being

Grade: 2

Pupils' personal development and their spiritual, moral, social and cultural development are good. Pupils have a sound grasp of other cultures and their beliefs.

Pupils have an enormous enthusiasm for school and their behaviour and attitudes are exemplary. They take part in the wide range of activities offered and have a good grasp of the importance of healthy eating and taking regular exercise. The great majority of pupils take part in physical activities, although a few do not. Pupils get on well together; they support and help each other in lessons and around school. Many pupils take on responsibilities around school and those on the school council take their responsibilities seriously. There are very few instances of bullying and none of racism, and relationships between pupils are extremely good. Pupils are well prepared for middle school and their future lives.

Quality of provision

Teaching and learning

Grade: 2

There are real strengths in the quality of teaching from Reception to Year 5. Teachers establish outstanding relationships with pupils based on respect and care and this makes for an excellent atmosphere for learning. Teachers make sure that there is a wide range of activities, carefully matched to pupils' learning needs and organised in such a way that pupils are interested and work hard. Work is challenging and teachers' expectations are high. Questioning is good, so that pupils of all abilities explain their knowledge and understanding well. The quality of support for pupils with learning difficulties and for those from minority ethnic backgrounds is good.

Marking is frequently of a high quality, giving a clear indication of how well pupils achieve and what they need to do to improve their work. However, in some instances, marking is not detailed enough and pupils do not know what they need to do to achieve more.

Curriculum and other activities

Grade: 1

The curriculum is outstanding in many respects. The range of planned activities to engage and retain pupils' attention is excellent and is extremely well matched to pupils' abilities, interests and needs. As a result, pupils' learning is not only good but they also experience a wide range of opportunities that develop their knowledge and understanding of the world to support their personal development. Activities to extend the curriculum – trips, the use of the nature area and school grounds, and the range of visitors to support art and music – are exceptionally good. The significant impact of these on pupils' personal development is evident in the display of

pupils' work and of photographs of pupils involved in a wide variety of activities. The range of activities available out of school time is also good. A large number of pupils are involved in the music, drama and sports activities. The school has good links with the church and local community that extend pupils' experiences further.

In the Reception class, the curriculum is also outstanding, with a successful focus on developing children's language skills. The range of activities provided is excellent and well supported with resources and displays of children's work.

Care, guidance and support

Grade: 2

The school has extremely good procedures to ensure pupils are safe in school. The outstanding relationships between pupils and adults mean that pupils feel absolutely secure in going to any member of staff, or the headteacher, if they have any worries. The quality of personal care and support is extremely good and sensitive to pupils' feelings and emotions. Procedures to deal with the rare incidents of bullying and racism are good. Efforts to improve attendance have been very successful.

Academic guidance is good, but it is not consistent throughout the school. As a result, a small proportion of pupils do not know what their targets for improvement are, or how they can achieve them.

Leadership and management

Grade: 2

The school is well led and managed. A particularly strong educational direction is provided by the headteacher and senior team, who have a very good understanding of what the school needs to do to become even better. The leadership and management of English, mathematics, science and information and communication technology are very good. In some other subjects, management skills are less well developed because there are several new people in these posts, and the school is working hard to make sure they gain the skills they need. The quality of self-evaluation is excellent, leading to an outstanding curriculum, good and improving teaching, sustained high standards and recent improvements in achievement. The headteacher is determined that standards are kept high and achievement improves. The capacity for further improvement is good.

Governance is good. Governors work hard to ensure they are well informed so that they can carry out their responsibilities effectively. They provide a good level of challenge for the headteacher and look for ways to help the school improve further.

The school has very good links with support agencies and they play an effective part in promoting pupils' welfare. Parents' and pupils' views are sought and acted on, and both parents and pupils are aware that their opinions matter to the school.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

I really enjoyed the day I spent at your school. You made me feel very welcome because you were very friendly, polite and helpful. I spoke with quite a number of you in a meeting, in lessons and around the school and you gave me a clear view of your school and why you like it so much. Several of you stopped me and spoke to me and that was really nice.

These are the main things I found out about your school.

- Your school gives you a good education and it is improving fast.
- The headteacher and other staff are working really hard to make sure this stays a good school and becomes an even better one.
- Your progress is good. You are doing well in all of your subjects.
- Teaching is good. Teachers make you work hard, but what they do in lessons you enjoy – some of you told me you found mathematics lessons fun!
- Your behaviour and attitudes to school are outstanding.
- The school has an excellent range of activities, trips and visitors which you really enjoy.
- Many of you take on responsibilities willingly.
- The school takes really good care of you. It is very safe, and nearly all of you eat healthily and take part in physical activities.

To improve things further, I have asked the school to:

- make sure that you know very clearly how well you are doing with your work and what you need to do to make it even better.