

Himbleton CofE First School

Inspection report - amended

Unique Reference Number	116821
Local Authority	Worcestershire
Inspection number	312412
Inspection date	4 March 2008
Reporting inspector	Alison Cartlidge

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	4-9
Gender of pupils	Mixed
Number on roll	
School	55
Appropriate authority	The governing body
Chair	Beverley Walker
Headteacher	Christine Gent
Date of previous school inspection	23 February 2004
School address	Nieght Hill Himbleton Droitwich WR9 7LE
Telephone number	01905 391231
Fax number	01905 391231

Age group	4-9
Inspection date	4 March 2008
Inspection number	312412

Amended Report Addendum

Report updated to resolve formatting inconsistency

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: • pupils' progress in writing and science • pupils' personal development • the use of assessment information to check pupils' progress. Evidence was gathered from discussions with pupils, members of staff and governors, observations of teaching and learning, views of parents, scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Children's attainment on entry to the Reception class is above average. The proportion of pupils with learning difficulties and/or disabilities is below average but has risen in the last two years. Several of these pupils have come to school with speech and language difficulties. Most pupils are from a White British background and no pupils are entitled to free school meals. The school was undergoing extensive building work at the time of the inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pupils achieve well at this good school. Their exceptionally good personal development is due to their strong relationships with friendly members of staff and their real enjoyment of the outstanding curriculum. The curriculum is innovative because pupils help to plan each topic, making learning meaningful. One parent was right in saying, 'My children have been lucky to be able to attend such a lovely school'.

Children make a good start in the Reception class. Good teaching ensures that pupils continue to achieve well in other year groups. Standards by the end of Year 4 are well above average, although pupils' written work in science does not reflect the good knowledge and understanding they gain during practical work in the subject. There are occasions in science when teachers rely on simple worksheets and do not expect enough from all pupils, and consequently progress in science is slightly slower than in English and mathematics. Pupils speak clearly and confidently, and listen carefully because teachers ask challenging questions and involve them well in discussions. Pupils with learning difficulties and/or disabilities are supported well by teachers and teaching assistants, enabling them to make good progress, especially in improving their speech.

The school sets pupils challenging targets in most years. In 2007, the end-of-Year 4 school test results were not as high as expected and these pupils did not progress as well as usual because there were several unavoidable staff absences and changes in teaching staff. Senior leaders have responded swiftly to this dip in progress to ensure that other year groups make good progress throughout their time at the school. Improved assessment systems are helping members of staff to monitor pupils' progress more effectively across the school. However, they are not yet evaluating information fully to ensure that targets are consistently challenging in all year groups or to detect differences in the progress of groups of pupils in various subjects.

Good care, guidance and support from all members of staff prepare pupils well for the next stage of education and helps them to become considerate, independent individuals. Pupils' outstanding spiritual, moral, social and cultural development is evident in the way they respect and support others and demonstrate their excellent knowledge about safe and healthy living. For example, 'litter-free' lunchboxes have encouraged pupils to make sensible food choices and to be aware of ways they can protect the environment.

Pupils are thoughtful in the way they consider self-improvement and write personal targets to hang on the 'promise tree' in the playground.

Pupils attend school regularly, behave exceptionally well throughout the school day, work together sensibly and are keen to take responsibility. For example, older pupils act as 'book buddies' by supporting Reception children at lunchtimes. As one pupil said, 'We set an example for the little ones'. Members of staff ensure that procedures for safeguarding pupils are rigorous. Pupils are proud that inconsiderate behaviour is rare at the school and say that they feel safe. One pupil spoke for others by saying, 'Teachers make a fuss of us to keep us safe'.

Teachers make lessons meaningful by providing relevant and purposeful tasks. In a good lesson in Years 1 and 2, pupils wrote instructions for their recipe and weighed the ingredients before making some snacks. Teachers use information and communication technology well to engage the pupils' interest. For example, in a good mathematics lesson in Years 3 and 4, the teacher used the interactive whiteboard well to show pupils how to read scales. Teachers use marking to praise good effort but do not always provide written comments on how pupils can improve

their work next time. A very good ratio of teachers and teaching assistants to children ensures that individual help is available when needed. Additional activities such as visits and visitors make a very good contribution towards the pupils' education. For example, pupils thoroughly enjoy the school camp and help to monitor the life cycle and habitat of the rare brown hairstreak butterfly.

Good leadership and management by governors and members of staff ensure that the school maintains its success and high standards from the time of the last inspection and has a good capacity to improve further. Good systems for self-evaluation help leaders to have a clear and accurate understanding of what works well and how the school needs to be improved. Teachers work together well to provide for the pupils, although the headteacher has a very heavy workload and is aware of the need to delegate further. There is a clear agenda sharply focused on raising standards, and work to boost achievement is successful. The school works well with others, particularly its parents, most of whom are very appreciative of the school. One parent summed up the views of many others by saying, 'My child's confidence has blossomed. This is a testament to the care and dedication of the teachers and staff.'

Effectiveness of the Foundation Stage

Grade: 2

Provision for children in the Foundation Stage (Reception class) is good. Good teaching enables children to learn quickly, especially in number work and knowledge of letter sounds. Children are working securely at or beyond the levels expected for their age when they start in Year 1. Children enjoy learning mathematics by completing practical tasks. For example, they thoroughly enjoyed learning about money and shopping lists by taking part in an imaginary trip to the supermarket. Children become polite and confident and express their positive and negative emotions clearly. Their independence is slightly restricted during the building work because they do not have easy access to an outdoor area. Nevertheless, good use is made of the 'forest school' to provide opportunities for working outside. The Foundation Stage is well led and managed. There are clear plans for further development. For example, members of staff are reviewing the way they keep assessment information so that it will give an even clearer picture of the children's progress over time.

What the school should do to improve further

- Evaluate information on how well groups of pupils are doing in all subjects to set and achieve challenging targets.
- Raise teachers' expectations for pupils' written work in science.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

Text from letter to pupils explaining the findings of the inspection

5 March 2008

Dear Children

Inspection of Himbleton C of E First School, Droitwich WR9 7LE

Thank you for welcoming me to your school and for sharing your work with me. I am pleased that you thoroughly enjoy coming to this good school.

Here are some other points about your school.

- You make good progress, although you could do even better written work in science.
- You behave very sensibly and take responsibility exceptionally well. I was particularly impressed with the way you act as 'book buddies' and help to plan what you are going to do in lessons.
- Teaching is good and your teachers help you to learn quickly by making lessons interesting.
- You study a very wide range of worthwhile topics and I am pleased that you learn how to stay safe and healthy and about how to care for the environment.
- All adults in school are kind and caring and look after you well.
- Your headteacher, teachers and governors are working together well to make your school even better.
- Your parents and carers are very pleased that you come to this school.

What I have asked your school to do now.

- Make sure that you all achieve challenging targets by checking that all groups of you are doing well enough in all subjects.
- Make sure that teachers always expect you to do good writing in science.

I thoroughly enjoyed talking with you about your work and watching you learn, and wish you well for the future.

Yours sincerely

Alison Cartlidge Lead inspector

Annex B

5 March 2008

Dear Children

Inspection of Himbleton C of E First School, Droitwich WR9 7LE

Thank you for welcoming me to your school and for sharing your work with me. I am pleased that you thoroughly enjoy coming to this good school.

Here are some other points about your school.

- You make good progress, although you could do even better written work in science.
- You behave very sensibly and take responsibility exceptionally well. I was particularly impressed with the way you act as 'book buddies' and help to plan what you are going to do in lessons.
- Teaching is good and your teachers help you to learn quickly by making lessons interesting.
- You study a very wide range of worthwhile topics and I am pleased that you learn how to stay safe and healthy and about how to care for the environment.
- All adults in school are kind and caring and look after you well.
- Your headteacher, teachers and governors are working together well to make your school even better.
- Your parents and carers are very pleased that you come to this school.

What I have asked your school to do now.

- Make sure that you all achieve challenging targets by checking that all groups of you are doing well enough in all subjects.
- Make sure that teachers always expect you to do good writing in science.

I thoroughly enjoyed talking with you about your work and watching you learn, and wish you well for the future.

Yours sincerely

Alison Cartlidge
Lead inspector